

PUBLIC • EDUCATION

• PENNSYLVANIA •

Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania

HISTORIC PENNSYLVANIA



INDEPENDENCE HALL—OLD STATE HOUSE YARD

*"We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; * * *"*

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FRANCIS B. HAAS, *Superintendent of Public
Instruction, Chairman of the State Council
of Education, and of the Board of Presidents
of State Teachers Colleges*

CLARENCE E. ACKLEY, *Deputy Superintendent*

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President and Chief Executive Officer, FRANCIS B. HAAS



EDUCATION FOR NATIONAL DEFENSE

As the school year opens, I invite you in the name of national defense to join a common cause and a common service; to a renewed devotion to the concept of human relationship laid down by our forefathers in the American Bill of Rights; to a clearer realization of the price that was paid for the heritage of freedom; to a re-dedication of heart and soul and mind to those principles of liberty and justice for which the Flag of the United States of America stands.

The issue is of common knowledge. It is the perpetuation of the humanitarian idealism which, through centuries past, civilization has struggled to attain and which we here in the United States have largely achieved.

It is not ours to say how other peoples shall choose to live. As believers in and advocates of the American, the democratic, way of living, we grant to other nations the inalienable right of self-determination. We have lived the American way of life and have found it good. The extent to which we realize our blessings will determine the price we are willing to pay in defending them.

Even though the danger may be over-emphasized—even though the threat be far from immediate, wisdom demands that, with our most vital values at stake, we cannot afford to take a risk; that we may not safely continue to drift, relying on chance; and that we must close our ranks and solidify our position in a common defense, if we are to be permitted to evaluate our gains in social progress and to move toward a greater and more universal realization of the good life for all men.

In mobilization for national defense, the educational system of Pennsylvania, together with other public and private agencies of the Commonwealth, has an important role. In a democracy where men walk with freedom, equality, and justice, the legitimate power is that of the individual reflected in group action for the benefit of all. The attitudes and ideals which determine the nature of this public expression is directly related to America's system of free public education.

The contributions to national defense that education is prepared to make, primarily must re-emphasize certain aspects of our present public education program. The purpose of the Education Congress to be held October 2 and 3 is to analyze our present educational service, to determine what aspects of the program should have greater emphasis, and to reveal what additional services can and should be made in the interest of enhancing our moral, physical, social, and economic security.

In such analysis it seems obvious that among other preparedness needs will be found security and physical fitness; literacy; vocational efficiency; citizenship education and civic consciousness; national unity, including a more genuine assimilation of our foreign-born population; adult education in public affairs; adequate, constructive leisure occupation; certain aspects of military preparedness; and lastly, and possibly most important of all, the reorganization of school practices and classroom methods to provide for our children and youth an abundant and unbroken experience in self-directed and successful participation in the group life of our democracy.

These are some of the problems reposing in the call to re-evaluate our instructional program and procedures as a basis for making those essential contributions to our national defense, which have always been the responsibility of and the justification for free public education. To this end, the coming deliberations of our State committees will strive to separate essentials from non-essentials, and to indicate clearly the logical goals of an effective program of education for the preservation of American institutions and the perpetuation of American ideals. In the fulfillment of this obligation, each of us has an important part to play.

The significance of the role that education must assume in a unified program of national defense rests on the fact that in our democracy, society must rely upon education for whatever of social control and social progress it may hope to achieve. If education is the prime factor in determining the destiny of this Commonwealth and of the Nation, this challenge must command the most careful attention, the closest study, and the most earnest effort of which we are capable.

This is the task which challenges your cooperation—the task of restoring to fullness the physical, economic, moral, and spiritual vitality of our race—the task of fostering a wiser individual self-direction for more intelligent group self-determination—the task of laboring for social competency, social unity, and social progress. And all of this to the end that Liberty—the possession and exercise of the right of freedom of action not trespassing upon the rights of others, shall shine again within the souls of men. All of this in order that any danger which may threaten our freedom, either at home or from abroad, may be met swiftly and successfully. Yes—all of this to insure, in spite of destructive forces unleashed upon the world, that “government of the people, by the people, and for the people shall not perish from the earth.”


Superintendent of Public Instruction

Frontispiece

INDEPENDENCE HALL

Old State House Yard

The frontispiece shows Independence Hall, in Philadelphia's historic Independence Square, the shrine of American devotion. Here, in 1776, our treasured Liberty Bell first proclaimed American freedom. Here, the Virginian, Richard Henry Lee, first asserted that "these united colonies are, and of a right ought to be, free and independent states." Here Thomas Jefferson, in the Declaration of Independence, first laid down the proposition that "all men are created equal" and that governments derive "their just powers from the consent of the governed." Here a young and sturdy nation was christened and baptized in the sacred pledge of liberty and justice for all.

The frontispiece shows only Independence Hall, at one time known as the State House, and a portion of the original park then known as State House Yard. The monument in the foreground of the picture is that of Commodore John Barry, first Commodore and "Father of the Navy of the United States," who was born in Wexford, Ireland, in 1745, and died in Philadelphia in 1803.

To the left of Independence Hall, but not included in the picture, is Congress Hall, where the first United States Congress and Senate sat, and which included the office of President George Washington and his successor, John Adams, as well, until the Capitol was removed to Washington. At the right of Independence Hall, and likewise not included in the picture, is the first City Hall of Philadelphia, where, on the second floor of which, the Supreme Court of the United States first sat and handed down its trail-blazing decisions. The frontispiece view of Independence Hall, now considered the front, was originally the rear of the building. The old front, now the rear of the building, extended along Chestnut Street and contains the statue of the first President, not discernable from the park itself.

Independence Hall with Congress Hall to the west and the Supreme Court Building to the east, constitute the so-called State House Row. Two wings, or Province Halls, are connected with the main structure by arcades. Beyond the wings, on either side, are Congress Hall and the Supreme Court Building, making a pleasingly harmonious whole.

The Provincial Assembly of Pennsylvania was without a regular meeting place for the first half century of its existence. The first Assembly was called by William Penn, shortly after he arrived in Pennsylvania, to meet at Upland, now Chester, December 4, 1682. In this meeting, lasting three days, the Frame of Government designed by Penn for his colony was discussed and accepted.

The second Assembly met at Philadelphia, March 12, 1683, probably in the "boarded Meeting House." In 1684, this was replaced by the Bank Meeting House, Front Street above Arch. The Assembly consisted of nine delegates from each of the six counties of the Province of Pennsylvania, Philadelphia, Chester, Bucks, New Castle, Kent, and Sussex, and the "too great Numbers of Representatives returnable to the Provincial Council and Assembly" caused some complaint. The result was that a second Charter amending the first was passed April 2, 1683.

The temporary homes of the Assembly were many. Sometimes, it met in private houses, as in 1701 when it met Robert Whittpain's on the east side of Front Street between Walnut and Spruce Streets, then owned by Joseph Shippen. Here the Great Charter of 1701 was framed, providing for an Assembly chosen yearly of four persons from each county, with greater powers than previous Assemblies. This Charter was rejected by the three Lower Counties, and the resulting breach terminated in the separation of the Lower Counties, or Delaware, from the Province of Pennsylvania. Hereafter they maintained separate Assemblies.

The Assembly of Pennsylvania continued its travels. In 1705-1706 they met in a school room, and the schoolmaster, Thomas Makin, complained that he had lost several scholars because of it. The Assembly presented an address to the Governor, asking permission to meet in Chester or Bucks County until Philadelphia provided a suitable place for them. Again, in 1728, the Assembly petitioned the Governor and Council to make provision "for a meeting place more convenient for the dispatch of business, because of indecencies used toward members of Assembly." The petition was not then granted, and the Assembly moved to the house of Captain Anthony Morris on Second Street below Walnut.

As counties increased in the Province, the membership of the Assembly grew, and official quarters became still more necessary. Finally, on May 11, 1729, an act was passed which included the necessary provisions. Two thousand pounds were to be paid "to Andrew Hamilton, John Kearsley and Thomas Lawrence trustees, per order of the Assembly, for building a Stadthouse." These three were named a Committee to draw plans.

The first purchase of ground was made on October 15, 1730, through William Allen, a leading merchant and later Mayor of Philadelphia. Subsequently, more land was purchased until it included the whole of present day Independence Square. At the session of August 11, 1732, the House "Resolved that Andrew Hamilton, John Kearsley, and Thomas Lawrence pay to William Allen the purchase money for the ground he bought of Levin Hill" on Chestnut Street for a State House. At this time Andrew Hamilton "produced a draught of the State House containing plans and elevation of that building, which being viewed and examined by several members was approved by the house." Before this time, the Building Committee had submitted plans, and Andrew Hamilton's plan was chosen by vote of Thomas Lawrence. The original rough draft on parchment is in the collection of the Historical Society of Pennsylvania, Philadelphia.

Work began on the new building in 1732, but at first progress was slow. There was some friction between Mr. Hamilton and Dr. Kearsley, whose recent success as architect of Christ Church no doubt inspired him with positive views regarding the design of the State House. Urging press of other business, Speaker Hamilton asked to be relieved of the Chairmanship and Committee duties. The Assembly refused to relinquish his services and by way of appreciation offered compensation for the labors involved. From this point the work proceeded more smoothly and rapidly.

The main or central building was intended to house the Assembly, the Supreme Court, and the Governor's Council. The Assembly Chamber was first occupied by the October session of the 1736 Legislature, although it was not finished until three years later. The long room or Banqueting Hall must also have been well along toward completion in 1736, for on September 30th, Mayor Allen gave "the most elegant entertainment ever made in these parts."

The Assembly next ordered the completion of the Judicial Chamber in a decorative style identical with that of the Assembly Room. The stairway to the second story was finished in 1741, as well as the Banqueting Hall and its ante-chamber. The other room on the second floor, known as the Council Chamber, was not ready for occupancy by the Governor's Council until 1747.

The two wings or Province Halls were built to provide offices to store the public records and papers. Before they were built, officials had kept their documents at their homes, which made

(Continued on page 21, column 2)

Executive Office

FRANCIS B. HAAS
Superintendent of Public
Instruction

Appeal of Vincent Ramik, a Professional Employee from a Decision of the Board of School Directors of the School District of Dickson City, Lackawanna County, Pennsylvania

OPINION

Teachers' Tenure Hearing

FRANCIS B. HAAS

Superintendent of Public Instruction

In the Office of the Superintendent of Public Instruction, Commonwealth of Pennsylvania, at Harrisburg, Pennsylvania

No. 7 April 9, 1940

This case is before the Superintendent of Public Instruction on an appeal from a decision of the board of school directors of the School District of Dickson City, transferring the appellant, Vincent Ramik, from the position of teacher and assistant principal in the senior high school of said district to the position of teacher and principal of a two-teacher ungraded elementary school in said district.

Statement of Facts

1. Vincent Ramik is a professional employee of the School District of the Borough of Dickson City.
2. Prior to November 22, 1939, he was employed for approximately eight years as a teacher and vice-principal in the senior high school of said district.
3. By action of the board of school directors of said district upon the recommendation of Superintendent P. M. Brennan, under date of November 22, 1939, Mr. Ramik was transferred without any reduction in salary from his position in the senior high school to the position of principal and teacher in an elementary school known as the Jefferson School.
4. The appellant alleged that his transfer constituted a demotion in type of position and at his request the board of school directors granted him a hearing pursuant to the provisions of Section 1205-A of the School Code. The hearing was held on Friday, December 29, 1939, and after considering the testimony presented, the board sustained its previous action.
5. From this decision of the board, the professional employee appealed to the Superintendent of Public Instruction.

Question

Does the transfer of a professional employee from the position of vice-principal and teacher in a high school to the position of principal and teacher in an elementary school constitute a demotion in type of position as that phrase is used in Section 1205-A of the School Code as last amended?

Discussion

There was admittedly no decrease in the salary of the appellant at the time he was transferred from his position in the high school to his position in the elementary school. It is contended, however, by the professional employee that such transfer constituted a demotion in type of position. The board, on the other hand, considered the transfer to be a promotion because the appellant's title now becomes that of principal, whereas his former title was that of vice-principal. The sole question, therefore, is whether or not the transfer in the instant case may be considered as a demotion in type of position.

We are unable to find any legislation that defines "a demotion in type of position" as that phrase applies to professional employees of school districts nor are we able to find any opinions of our courts on point which construe this phrase.

A discussion of the word "demotion", however, does appear in the decision of our Supreme Court in the case of *Smith v. The School District of the City of Philadelphia*, 334 Pa. 197. In that case the Supreme Court said, referring to Section 1205-A of the School Code:

"The word, 'demotion' as used therein means a reduction of particular teachers in salary or type of position as compared with other teachers having the same status. But where there is a general adjustment, of the salaries of all teachers with no consequent individual discrimination, the relative grade or rank of any particular teacher remains the same, and there has been no 'demotion' of any particular teacher within the meaning of the word as there used."

There also appears in the case *In Re Appeal of Blose*, decided by Judge Bradley under date of February 11, 1938, at No. 242, December Term, 1937, in the Court of Common Pleas of Armstrong County, Pennsylvania, a discussion of demotion in type of position under facts that are not similar to those in the instant case. In that case the question arose as to whether or not the transfer from a graded to an ungraded elementary school was a demotion in type of position. The reasoning of the court in arriving at a conclusion is pertinent, however, to the question involved in the instant case and is as follows:

"A teacher authorized to instruct in any one of the grades is authorized to instruct in a school containing all of said grades. *It must be observed that this is not a change in position from secondary to elementary*, but that the appellant would remain in the elementary class, in instructing the pupils in a one-room school. It is true that the teacher would be subject to more inconvenience at the Peters School than that experienced in the one in which she has been teaching. However, more inconvenience or more work, can not be properly considered a demotion." (Italics ours.)

Much can be said in support of an educational philosophy which places upon elementary education a valuation fully as significant as high school education and that regards the work of any one grade of the public schools as being as important and as dignified as the work of any other grade; but here we are not faced with the evaluation of an educational philosophy but with the necessity of interpreting and applying existing law and current practice.

We are faced with the fact that the appellant, for a period of approximately eight years, had been a teacher of history and problems of democracy in the high school of Dickson City and at the time of his transfer also bore the title of vice-principal, performing from time to time the duties of the principal when the incumbent to that position was absent. The position to which he was transferred on November 22, 1939, requires that he now teach all subjects of grades five,

Executive Office—Continued

six, seven, and eight, including "spelling, arithmetic, history, geography, hygiene, drawing, English" and the other subjects prescribed for those grades, the total enrollment in these four grades being fourteen pupils. In this new assignment he is called principal of the two-room elementary school in which he and only one other teacher are employed. We are not here required to pass judgment on the importance of providing professional employes as well prepared and professionally competent for positions of this type as those who are provided for any other public school position, but we are obliged to determine whether the appellant has had his legal rights denied or abridged by being compelled to accept this change in assignment contrary to his desires. The answer must depend largely upon the effect which the transfer will have upon the opportunities the new assignment affords the appellant in terms of protecting both his former and future status in the light of the traditions, customs and actual operation of administrative practices and legal requirements controlling promotions and demotions in the school system of this Commonwealth.

In the Blose case, *supra*, the court inferentially held that a change from a position as professional employe in a secondary school to a position as professional employe in an elementary school is a demotion. In this connection we must give very careful consideration to the provisions of Section 1210 of the School Code wherein the legislature, presumably in recognition of the more extensive preparation required of high school teachers at the time these provisions were enacted into law, recognized this distinction by requiring a higher rate of compensation for professional employes in our high schools than is required for professional employes in our elementary schools. When we consider the definition of the word "demotion" as set forth by our Supreme Court in the Smith case, *supra*, namely, as meaning "a reduction of particular teachers . . . type of position as compared with other teachers

having the same status," the appellant in this case has suffered a demotion in type of position as compared with other professional employes in the high school because the maximum minimum salary to which he is now entitled as an elementary school employe under the provisions of Section 1210 of the School Code is less than that provided for professional employes in the high school from which classification he was transferred. It is recognized that his contract entitles him for the present year to the salary therein stated, but it is possible that a general salary reduction in the district at some date hereafter would not entitle him to the same status that he enjoyed prior to the action of the board transferring him to his present position.

Our conclusion, based upon the Blose Case, *supra*, the definition of the word "demotion" in the Smith Case, *supra*, and the recognition of a distinction existing in present provisions of law and prevailing practice in the placement and compensation of professional employes in Pennsylvania, is that the transfer of Vincent Ramik from the position of high school teacher to that of elementary principal of two-room school was a demotion in type of position.

In view of the foregoing, we are constrained to make the following order:

Order

And now, April 9, 1940, in accordance with the opinion herewith, the action of the board of school directors of the School District of the Borough of Dickson City, transferring Vincent Ramik from the position as a professional employe in the high school of said district to the position of a principal and teacher in an elementary school of said district, is reversed and it is directed that said Vincent Ramik be reinstated in his position as a professional employe in the high school of said district as fully as if these proceedings had not been brought.

Assistance in Registration of Aliens

John W. Studebaker, U. S. Commissioner of Education, has requested the cooperation of public school superintendents, principals, and teachers in offering their guidance to aliens whom they know and who may wish their help in completing specimen registration forms in advance of actual registration of all aliens that is being conducted at designated post offices, August 27 to December 26.

It is not the thought that announcement of the registration should be made in classrooms or that any obligation should be placed upon teachers to see that aliens register. It is desired rather that school teachers and administrators should be helpful as far as they can in explaining the questions as reproduced in the specimen registration form when such assistance is requested. Aliens may obtain the forms and all instructions from any post office.

All aliens 14 years of age or older are required to register. Alien children under 14 years must be registered by a parent or guardian. Generally speaking, foreign-born persons who have not been naturalized or have not acquired citizenship through others are aliens, Doctor Studebaker declares. Persons with first citizenship papers must register. The purpose of the registration is to enable the United States to know how many aliens are within its borders, who they are, and where they are. Actual registration and fingerprinting are being conducted by post office personnel in first class, second class, and county seat post offices, and in other designated offices.

Geographic News Bulletins for Classroom Use

The National Geographic Society, of Washington, D. C., announces that publication of its illustrated Geographic News Bulletins for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into the Society's headquarters from every part of the world. The bulletins are illustrated from the Society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, and college and normal school students. The bulletins are issued as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information. They give timely information about boundary changes, exploration, geographic developments, new industries, costumes and customs, and world progress in other lands. Each application should be accompanied by twenty-five cents (50 cents in Canada) to cover the mailing cost of the bulletins for the school year.

Teachers may order bulletins in quantities for class use, to be sent to one address, but twenty-five cents must be remitted for each subscription.

Executive Office—Continued

SOCIAL SECURITY PROGRAM PLACES A PREMIUM ON SCHOOL ATTENDANCE

When the Social Security Act amendments of 1939 became law last August 10, a new provision which places a premium upon school attendance was put in force. In addition to providing for the payment of monthly insurance benefits beginning this year, to insured workers who retire after becoming sixty-five years old, the amended act provides monthly benefits for dependents of the retiring insured workers and the dependent survivors of insured workers who die after 1939. Included among the dependents now eligible for benefits, upon death or retirement of the insured wage earner, are children of the worker. Unmarried, dependent children of retired or deceased wage earners, who are covered under the provisions of the Old-Age and Survivors Insurance section of the amended act, are entitled, upon application, to receive monthly benefits equal to one-half the covered worker's primary insurance benefit. In all cases, these children may receive their monthly benefits until they become sixteen years old. If they are regularly attending school, they remain eligible to receive the monthly insurance payments until they become eighteen years of age. The same school attendance requirement is imposed as a condition of eligibility for recipients of Aid to Dependent Children (a Federal-State monthly cash allowance based on need, rather than on right as in the case of the insurance benefits) who are over fifteen and less than eighteen years of age.

Cooperation of school officials is needed by the Social Security Board in the administration of the amended insurance law, and this already has been promised and is being given. The Board provides three forms for use in maintaining school attendance records of claimants. The applicant child submits to the Board a form indicating the school he plans to attend and the nature of the studies to be undertaken. The Board then submits a form to the officials of the school for the purposes of verifying the attendance and the study program, and of learning the approximate date of termination of attendance. The third form is for use of school officials in notifying the Board of the termination of school attendance of all claimants between sixteen and eighteen years of age.

Only the children of workers who have attained "fully" or "currently insured" status, as defined in the Social Security Act, may receive benefits. A prerequisite of such status is a minimum of six calendar quarters of coverage in insured employment, generally industry and commerce. A quarter of coverage is one in which the wage earner receives wages of as much as \$50. The term "child", as defined in the Old-Age and Survivors Insurance provisions of the Social Security Act, may include a step-child or an adopted child of the insured worker.

Monthly insurance payments to any dependent child will be discontinued permanently if the child marries or is adopted, and will be suspended for any month in which the child receives as much as \$15 as wages for services in covered employment. In all cases, the child's benefits terminate at age eighteen, and payments will be suspended for any month in which the Board finds the child did not attend school regularly (if between sixteen and eighteen) and such attendance was feasible.

The monthly payments to children and to other beneficiaries are based on the primary insurance benefit, which is the

monthly payment to which a retiring worker becomes entitled or to which the deceased worker would have become entitled if retirement instead of death had occurred on the date of death. Instead of being based upon the total of wages received in covered employment, as provided in the original Social Security Act, the primary insurance payment is based on the average monthly wage (as defined in the Act) under the amended law. This average monthly wage is the true average—all elapsed time between December 31, 1936, and the quarter of retirement or death is included in the determining divisor, except that divisor time is not counted during such quarters after the individual became sixty-five as may have elapsed prior to 1939 (when employment after age sixty-five was not covered) and also is not counted for any quarter in which the individual failed to receive as much as \$50 in wages in covered employment prior to the quarter in which he attained age twenty-two.

Once the average monthly wage is determined, the primary insurance benefit may be computed. This is done in two parts: First the basic benefit is figured, thus: Forty per cent of the first \$50, plus ten per cent of the balance (with \$250 as the maximum average monthly wage). Then, to the basic benefit is added one per cent of that benefit for each year of coverage, that is, each year in which the worker received as much as \$200 as wages in covered employment.

An example: A worker retires with four years of coverage and an average monthly wage of \$250. His benefit: Forty per cent of the first \$50 average monthly wage (\$20) plus ten per cent of the remainder (\$200), produces \$40 as the basic benefit. Four years of coverage add four per cent of \$40 to the benefit. This makes a primary insurance benefit of \$41.60. This, incidentally, is the maximum primary benefit payable until 1941.

The child's insurance benefit, in all cases, is one-half that of the primary benefit, with the exception that in no case may the total of benefits payable on one worker's account exceed (a) twice the primary benefit, (b) eighty per cent of the average monthly wage, or (c) \$85. These maxima in families where a sufficient number of dependent children claim benefits, will serve to reduce the benefit to each child.

Widows of insured workers, regardless of the widow's age, may receive three-fourths of the primary insurance benefit while they have dependent children in care. Aged widows of insured workers also may receive three-fourths of a primary benefit, and aged wives of retired recipients of primary insurance payments may receive one-half of the primary benefit. Aged dependent parents, in some circumstances, may each receive one-half the supporting wage-earner's primary benefit upon his death. In cases where no monthly insurance benefit could be paid immediately upon the death of an insured worker, a lump-sum is payable to designated relatives, or, in reimbursement, to the person who paid burial expenses. To relatives, this lump sum is six times the primary insurance benefit. In reimbursement, it may not exceed that.

There are twenty-eight field offices of the Social Security Board in principal cities of Pennsylvania. Each of these offices is supplied with literature explaining more fully all of the provisions of the Social Security Act. This will be gladly supplied to schools upon request, and the managers of the offices are available for speaking engagements. Literature, speaker's service, or motion pictures also may be obtained by communication with William L. Dill, Regional Director, Social Security Board, 1242 Widener Building, Philadelphia.

Executive Office—Continued

EDUCATION CONGRESS PROGRAM

WEDNESDAY FORENOON, OCTOBER 2

THE FORUM

9:30 o'clock

Presiding, G. MORRIS SMITH
*President, Susquehanna University; Member
State Council of Education*

THEME: *National Defense and Education—The Program
and the Cost*

9:30 A. M.—Invocation: THE REVEREND DOCTOR HENRY W.
A. HANSON, *President, Gettysburg College*

9:30 A. M.—Address: "The Purpose of the Congress"
FRANCIS B. HAAS, *Superintendent of
Public Instruction*

9:55 A. M.—Address: "The National Program of Education
for Defense"

JOHN W. STUDEBAKER, *Commissioner
of Education, United States Of-
fice of Education*

10:35 A. M.—Symposium: "The Educational Program"

Chairman—ALEXANDER J. STODDARD, *Chairman,
The Educational Policies Commission of
the National Education Association, and
the American Association of School Admin-
istrators*

MARION R. TRABUE, *Chairman, Congress Com-
mittee on Instructional Program*

ALBERT LINDSAY ROWLAND, *Chairman, Congress
Committee on Citizenship Education*

A. M. WEAVER, *Chairman, Congress Committee
on Technical Education*

FREDERICK G. HENKE, *Chairman, Congress
Committee on Teacher Education*

F. HERMAN FRITZ, *Chairman, Congress Com-
mittee on Organization and Administration
Policies*

11:20 A. M.—Summary: The Chairman

11:30 A. M.—Symposium: "Financing the Program"

Chairman: BEN G. GRAHAM, *Member, Joint
Operating Committee on Education and
National Defense, National Education As-
sociation, and the American Council on
Education*

HARVEY R. VANDERSLICE, *Chairman,
Congress Committee on Present
School Revenue*

PAUL H. WUELLER, *Chairman, Congress
Committee on Taxation Policies
and Procedures*

J. FRANK FAUST, *Chairman, Congress
Committee on Cost of Equalized
Program of Education*

MERVIN J. WERTMAN, *Chairman, Con-
gress Committee on Financial Im-
plications of the Defense Program*

THOMAS FRANCIS, *Chairman, Congress
Committee on Needed Legislation*

12:15 P. M.—Summary: The Chairman

12:25 P. M.—Adjournment, forenoon session

WEDNESDAY AFTERNOON, OCTOBER 2

THE FORUM

2:00 o'clock

Presiding, ROBERT C. SHAW

*Former Deputy Superintendent of Public Instruction;
Member, State Council of Education*

THEME: *National Defense and Education—The Program*

2:00 P. M.—Address: "This National Defense"

EDWARD R. STERLING, *Past Com-
mander, Pennsylvania Depart-
ment of the American Legion*

2:45 P. M.—Panel Conference: "The Educational Program"

Chairman: ALEXANDER J. STODDARD, *Superin-
tendent, Philadelphia Public
Schools*

Panel Members:

WILLIAM G. CARR, *Secretary, Educational
Policies Commission*

CHARLES S. COOK, *State Commander,
Pennsylvania Department of the
American Legion*

MRS. P. B. DIGBY, *President, Pennsylvania
Congress of Parents and Teachers*

F. HERMAN FRITZ, *Superintendent, Chester
Public Schools*

HARVEY E. GAYMAN, *Executive Secre-
tary, Pennsylvania State Education
Association*

ELSIE M. HECKMAN, *Member, State Coun-
cil of Education*

FREDERICK G. HENKE, *Professor of Philoso-
phy and Education, Allegheny College*

WEIR C. KETLER, *President, Grove City
College*

EDWARD MARTIN, *Adjutant General, De-
partment of Military Affairs*

BARBARA MCGLYNN, *President, Pennsyl-
vania State Teachers League*

ALBERT LINDSAY ROWLAND, *President,
Shippensburg State Teachers College*

MARION R. TRABUE, *Dean, School of Edu-
cation, The Pennsylvania State Col-
lege*

SARAH T. WALSH, *President, Pennsylvania
State Federation of Teachers*

A. M. WEAVER, *Superintendent, Williams-
port Public Schools*

JOSEPH J. WEHRLE, *President, Catholic
Educational Association of Pennsyl-
vania*

5:00 P. M.—Adjournment

(NO MEETING ON WEDNESDAY EVENING, OCTOBER 2)

Executive Office—Continued

THURSDAY FORENOON, OCTOBER 3

THE FORUM

9:30 o'clock

Presiding, MILES HORST

Secretary, *Pennsylvania State Grange;*

Member, *State Council of Education*

THEME: National Defense and Education—The Cost

9:30 A. M.—Panel Conference: "Financing the Program"

Chairman: BEN G. GRAHAM, *Superintendent, Pittsburgh Public Schools*

Panel Members:

FRANKLIN SPENCER EDMONDS, Member of State Senate

J. FRANK FAUST, Superintendent, Chambersburg Public Schools

LEONARD P. FOX, Research Manager, Pennsylvania State Chamber of Commerce

THOMAS FRANCIS, Superintendent, Lackawanna County Public Schools

RICHARD LANSBURGH, Director, Pennsylvania Economy League

EDWARD B. LOGAN, Budget Secretary, Governor's Office

JAMES L. McDEVITT, President, Pennsylvania State Federation of Labor

JOHN A. PHILLIPS, President, Pennsylvania Industrial Union Council

MARY ROBBINS, President, Association of School Board Secretaries of Pennsylvania

W. A. ROBERTS, President, Pennsylvania State School Directors' Association

J. ELLWOOD TURNER, Speaker of the House of Representatives, Chairman of the Joint State Government Commission

HARVEY R. VANDERSLICE, Superintendent, Coatesville Public Schools

MERVIN J. WERTMAN, Superintendent, Lehigh County Public Schools

HOLMAN WHITE, Member, Pennsylvania Committee on Public Education

PAUL H. WUELLER, Department of Economics, The Pennsylvania State College

11:45 A. M.—Adjournment

THURSDAY NOON, OCTOBER 3

LUNCHEON MEETING

PENN-HARRIS HOTEL

12:30 o'clock

Toastmaster, DOCTOR FRANCIS B. HAAS

Invocation—THE REVEREND DOCTOR WILBUR V. MALLALIEU, *Pastor, Grace Methodist Church, Harrisburg*

Greetings—THE HONORABLE ARTHUR H. JAMES, *Governor of the Commonwealth of Pennsylvania*

Address—"America's Impregnable Defense"

THE REVEREND DOCTOR DANIEL A. POLING, *Pastor, Baptist Temple, Philadelphia*

Adjournment

Note: Immediately following the luncheon the Findings Committee, composed of all chairmen of committees, will convene briefly to plan follow-up procedures

GENERAL COMMITTEE ON EDUCATION PROGRAM

ALEXANDER J. STODDARD, Superintendent, Philadelphia Public Schools—*Chairman*

F. HERMAN FRITZ, Superintendent, Chester Public Schools

FREDERICK G. HENKE, Professor of Philosophy and Education, Allegheny College

ALBERT LINDSAY ROWLAND, President, Shippensburg State Teachers College

MARION R. TRABUE, Dean, School of Education, The Pennsylvania State College

A. M. WEAVER, Superintendent, Williamsport Public Schools

COMMITTEE ON INSTRUCTIONAL PROGRAM

MARION R. TRABUE, Dean, School of Education, The Pennsylvania State College—*Chairman*

ROBERT A. BROTEMARKLE, Associate Professor of Psychology, University of Pennsylvania

B. M. DAVIS, Superintendent, Clarion County Public Schools

FRED W. DIEHL, Superintendent, Montour County Public Schools

JESSIE DOTTERER, Supervisor of Elementary Education, Cheltenham Township Public Schools

MARGUERITE W. KEHR, President, Pennsylvania Association of Deans of Women, Bloomsburg State Teachers College

EDWIN H. KEHRLI, Superintendent, Wyoming County Public Schools

PATRICIA LOCKE, Teacher, Uniontown High School

MARY B. McANDREW, Superintendent, Carbondale Public Schools

WILLIAM H. McILHATTAN, Superintendent, Greensburg Public Schools

E. H. NELSON, Director of Health Education, Bloomsburg State Teachers College

JOSEPH F. NOONAN, President, East Stroudsburg State Teachers College

JOHN G. ROSSMAN, Superintendent, Warren Public Schools

VIRGINIA WATTS, Teacher, John Harris High School, Harrisburg

COMMITTEE ON CITIZENSHIP EDUCATION

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I. D. APP, Superintendent, Dauphin County Public Schools

VAUGHN R. DeLONG, Superintendent, Oil City Public Schools

A. BRUCE DENNISTON, *Superintendent*, Greenville Public Schools

LEVI GILBERT, Superintendent, Altoona Public Schools

W. B. IRVINE, High School Principal, Kittanning Boro Public Schools

J. ROY JACKSON, Superintendent, Beaver Falls Public Schools

R. G. MOWREY, Superintendent, Franklin County Public Schools

C. E. PLASTERER, Superintendent, Cameron County Public Schools

WILLIAM HENRY WELSH, Associate Superintendent, Philadelphia Public Schools

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R. L. BUTLER, Supervising Principal, Wellsboro Public Schools

A. P. COPE, Superintendent, Luzerne County Public Schools

C. V. ERDLEY, Superintendent, Lewistown Public Schools

FLOYD C. FRETZ, Superintendent, Bradford Public Schools

A. M. KULP, Superintendent, Montgomery County Public Schools

Executive Office—Continued

STUART E. PRUTZMAN, Superintendent, Carbon County Public Schools

R. E. SEAMENS, Vocational Education Advisor, Westmoreland County

HELEN RISHEL SWANK, Area Supervisor, Home Economics Education, Lebanon

J. ERNEST WAGNER, Superintendent, Johnstown Public Schools

COMMITTEE ON TEACHER EDUCATION

FREDERICK G. HENKE, Professor of Philosophy and Education, Allegheny College—*Chairman*

EDWIN CRUTTENDEN, Member, State Teacher Rating Committee, Scranton

FRANK G. DAVIS, Head, Department of Education, Bucknell University

LESLIE PINCKNEY HILL, President, Cheyney Training School for Teachers

EINAR W. JACOBSEN, Dean, School of Education, University of Pittsburgh

JOHN H. MINNICK, Dean, School of Education, University of Pennsylvania

ROBERT M. STEELE, President, California State Teachers College

HAROLD P. THOMAS, Head, Department of Education, Lehigh University

GEORGE R. TYSON, Department of Psychology and Education, Ursinus College

GEORGE E. WALK, Dean, Teachers College, Temple University

P. C. WEAVER, School of Education, The Pennsylvania State College

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JAMES C. BAY, Superintendent, Easton Public Schools

C. C. ELLIS, President, Juniata College

HAROLD W. FOLLMER, Supervising Principal, Selinsgrove Public Schools

CLYDE C. GREEN, Superintendent, New Castle Public Schools

KENT KELLEY, Assistant Superintendent, Greene County Public Schools

J. F. PUDERBAUGH, Superintendent, Lock Haven Public Schools

CHARLES I. RAFFENSPERGER, Supervising Principal, Juniata Joint School District, Mifflintown

EUGENE K. ROBB, Supervising Principal, Bedford Public Schools

HARVEY A. SMITH, Superintendent, Lancaster Public Schools

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THOMAS FRANCIS, Superintendent, Lackawanna County Public Schools

HARVEY R. VANDERSLICE, Superintendent, Coatesville Public Schools

MERVIN J. WERTMAN, Superintendent, Lehigh County Public Schools

PAUL H. WUELLER, Department of Economics, The Pennsylvania State College

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HARRY J. BROWNFIELD, Superintendent, Fayette County Public Schools

ANDREW J. CHAMBERLIN, Supervising Principal, Falls Township Public Schools, Fallsington

ARTHUR W. FERGUSON, Superintendent, York Public Schools

S. F. W. MORRISON, Superintendent, Clearfield Public Schools

HENRY W. VAN PELT, Director, Bureau of Statistics, Department of Internal Affairs

A. ALFRED WASSERMAN, Director, Joint State Government Commission

FRANK L. WATSON, Superintendent, Forest County Public Schools

HAROLD C. WELSH, Superintendent, Fulton County Public Schools

COMMITTEE ON TAXATION POLICIES AND PROCEDURES

PAUL H. WUELLER, Department of Economics, The Pennsylvania State College—*Chairman*

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WILLIAM L. CONNOR, Superintendent, Allentown Public Schools

GEORGE GOULD, School of Education, University of Pittsburgh

F. G. HORNER, Superintendent, Tamaqua Public Schools

MEYERS B. HORNER, Superintendent, Washington Public Schools

JOHN H. HUGHES, Superintendent, Jefferson County Public Schools

RUSSELL H. MACK, Department of Economics, Temple University

BELA B. SMITH, Superintendent, Kingston Public Schools

PRESTON O. VAN NESS, Secretary, Pennsylvania State School Directors' Association

COMMITTEE ON COST OF EQUALIZED PROGRAM OF EDUCATION

J. FRANK FAUST, Superintendent, Chambersburg Public Schools—*Chairman*

WILLIAM E. ARNOLD, Assistant Professor of Education, University of Pennsylvania

JOHN T. CONNELL, Superintendent, Butler County Public Schools

WILLIAM N. DECKER, Member, Altoona Board of School Directors

C. B. DISSINGER, Superintendent, Pike County Public Schools

JOHN H. DYER, Superintendent, Scranton Public Schools

H. S. JONES, Superintendent, Plymouth Boro Public Schools

JULES J. KERL, Superintendent, Forest City Public Schools

J. ANDREW MORROW, Superintendent, Bradford County Public Schools

WILLIS E. PRATT, Superintendent, Erie County Public Schools

C. O. WILLIAMS, Associate Professor of Education, The Pennsylvania State College

COMMITTEE ON FINANCIAL IMPLICATIONS OF THE DEFENSE PROGRAM

MERVIN J. WERTMAN, Superintendent, Lehigh County Public Schools—*Chairman*

A. P. AKELEY, Superintendent, Potter County Public Schools

IRA G. FLOCKEN, Administrative Staff, Pittsburgh Public Schools

GUY N. HARTMAN, Superintendent, Somerset County Public Schools

JOHN HERTZ, Supervising Principal, Davidson Township Public Schools, Sonestown

A. H. HOWELL, Superintendent, Wayne County Public Schools

L. C. KEEFAUVER, Superintendent, Gettysburg Public Schools

D. A. KLINE, Superintendent, Perry County Public Schools

GEORGE H. PARKES, Supervisor of Industrial Education, Williamsport Public Schools

CLAYTON W. WOTRING, Superintendent, Mauch Chunk Township Public Schools, Nesquehoning

Executive Office—Continued

COMMITTEE ON LEGISLATION

THOMAS FRANCIS, Superintendent, Lackawanna County Public Schools—*Chairman*
 PAUL S. CHRISTMAN, Supervising Principal, Schuylkill Haven Public Schools
 PAUL A. DEVINE, Managing Director, Public Education and Child Labor Association of Pennsylvania, Philadelphia
 C. HERMAN GROSE, Superintendent, Erie Public Schools
 LEROY A. KING, President, Indiana State Teachers College
 CARL G. LEECH, Superintendent, Delaware County Public Schools
 C. W. LILLIBRIDGE, Superintendent, McKean County Public Schools
 CARL L. MILLWARD, Superintendent, Milton Public Schools
 HARRY C. MOYER, Superintendent, Lebanon County Public Schools
 WILLIAM A. SPONSLER, 3d, Assistant Budget Secretary, Governor's Office

EDUCATION CONGRESS COMMITTEE FOR 1940

A. W. CASTLE, *General Chairman*
 F. STEWARD HARTMAN, *General Secretary*
 CLARENCE E. ACKLEY ALFRED D. KEATOR
 PAUL L. CRESSMAN HENRY KLONOWER
 DORR E. CROSLY CARL D. MORNEWECK
 DONALD P. DAVIS T. ERNEST NEWLAND
 EVERETT A. QUACKENBUSH

GOVERNOR JAMES ADOPTED BY CORNPLANTER INDIANS

Pennsylvania has a group of forgotten men, women, and children. They are the Cornplanter Indians, a branch of the Seneca Nation, living on a few hundred acres of land across the Allegheny River from the little town of Corydon in Warren County. Under the auspices of the Cornplanter Committee of the Pennsylvania Federation of Historical Societies, two thousand Pennsylvania historians and archaeologists traversed six miles of dirt roads on August 24 to visit the Cornplanter Grant and witness the adoption of Governor Arthur H. James as a member of the Cornplanter family. Despite the fact that Chief Cornplanter was given this tract in 1796 by the Pennsylvania Assembly in grateful remembrance of his many services to the cause of peace on the frontier, no Chief Executive previously had visited this remnant of Pennsylvania aboriginal population.

Quite naturally, therefore, this brief August afternoon on the banks of the Allegheny was an event of great importance in the lives of the Cornplanters, and an occasion for great rejoicing and ceremony. For weeks preceding the occasion the oldest and wisest of the Senecas had counseled and conferred on the details connected with the adoption ceremony. First, there must be decided the important question of the Clan of which the Governor was to become a member. After much discussion it was agreed it would be most appropriate to adopt the Governor into the Wolf Clan. Ga-in-dah-quah ("She Picks Up the Plants"), oldest woman of the Wolf Clan and better known as Mrs. Alice White, became the Governor's Clan mother.

A second problem which required even more discussion was that of the name which should be bestowed upon the Pennsylvania Executive. The Iroquois trace descent entirely through the mother's line. Names are clan property and at the disposal of the clan mother who gives them. The name was

not disclosed until its actual bestowal in connection with the adoption ceremony.

Governor James and party arrived at the Grant at two o'clock on the afternoon of August 24. Descendants of Chief Cornplanter, big and little and from miles distant, were present to welcome him. Such prominent Cornplanter leaders as Windsor Pierce, Ezra Jacobs, Kelly Lay, Henry Redeye, Jim Crow, and Hiram Watt were on hand in full regalia. The Governor first was greeted by a committee headed by Mr. M. H. Deardorff, chairman of the Cornplanter Committee, Mr. Ross Pier Wright, chairman of the Historical Commission, and Mr. S. K. Stevens, secretary of the Federation of Historical Societies. He then immediately was introduced to the Indian leaders and taken to the platform which had been erected as the center for the adoption ceremonies.

Dr. Arthur C. Parker, former New York State Archaeologist and Director of the Rochester Municipal Museum, himself a Seneca and related to many of the Cornplanters, explained in detail the significance of the ceremonies about to be performed. For nearly an hour thereafter the Governor was in the hands of representatives of Senecas who were especially trained in the ancient ritual utilized for the adoption ceremony and costumed in the native garb. Doctor Parker pointed out that the practice of adoption went back to the old days when captives were either killed at once or taken into the tribe. The ceremonial is really a drama played in words, songs, and dances. The ancient ritual was faithfully followed in all its colorful procedure. After due deliberation the Governor was formally adopted and given the name "O-dahn-goht," meaning "Sunlight" or "Giver of Light." Picturesque dances concluded the ceremonies.

Following the ritual Doctor Parker, on behalf of the Cornplanters, presented the new adoptee with a handsome scroll prepared by the famous Seneca artist, Sanford Plummer, stating the circumstances of the adoption. Several other gifts were presented the Governor on behalf of the Indians.

Governor James acknowledged the gifts and responded in a brief address in which he paid tribute to the personal character and pre-eminent statesmanship of Chief Cornplanter, holding him one of the outstanding leaders of his race. The Governor urged upon his audience the preservation of traditional American qualities of independence and self-initiative. He warned that the State and Nation faced serious problems difficult of solution and that the same courage and wisdom which had guided Chief Cornplanter in meeting the problems of his time must be applied to the present.

Following the Governor's address, Mr. Stevens pointed out that those in charge of the ceremonies wished to leave on the Grant some permanent reminder of Cornplanter, the importance of whose place in history had been so capably summarized by the Governor. On behalf of the Federation of Historical Societies, he presented to the children of the Cornplanter School, present on the platform with their teacher, Miss Lucia Brown, a large colored reproduction of the famous Bartoli portrait of Cornplanter painted in 1796 and now in the possession of the New York Historical Society. The picture will hang in the schoolroom as a permanent reminder of their great ancestor. The Governor's party then proceeded to the cemetery where a wreath was placed at the foot of a monument erected by the Commonwealth to Cornplanter's memory by special act of the General Assembly in 1866. The Governor again commented upon the importance of Cornplanter as a truly great Pennsylvanian.

The ceremony aroused widespread interest in the study of Cornplanter and his people, whose story is summarized on page 25 of this issue.

Executive Office—Continued

MY COUNTRY, 'TIS OF THEE

Editor's Note: The following editorial by R. G. Callvert, Associate Editor of The Oregonian, Portland, Oregon, was published in The Oregonian October 2, 1938. For this editorial and the general excellence of his editorial writing the author was awarded the Pulitzer Editorial Prize on May 1, 1939.

In this land of ours, this America, the man we choose as leader dons at no time uniform or insignia to denote his constitutional position as commander-in-chief of armed forces. No member of his cabinet, no civil subordinate, ever attires himself in garments significant of military power.

In this land of ours, this America, the average citizen sees so little of the army that he has not learned to distinguish between a major and a lieutenant from his shoulder straps. When the chief executive addresses his fellow countrymen they gather about him within handclasp distance. Goosestepping regiments are not paraded before him. When he speaks to the civilian population it is not over rank upon rank of helmeted heads.

In this land of ours, this America, there is no tramp of military boots to entertain the visiting statesman. There is no effort to affright him with display of mobile cannon or of facility for mass production of aerial bombers.

In this land of ours, this America, there is no fortification along the several thousand miles of the northern border. In the great fresh water seas that partly separate it from another dominion no naval craft plies the waters. Along its southern border there are no forts, no show of martial strength.

In this land of ours, this America, no youth is conscripted to labor on devices of defense; military training he may take or leave at option. There is no armed force consistent with a policy of aggression. The navy is built against no menace from the western hemisphere, but wholly for defense against that which may threaten from Europe or Asia.

In this land of ours, this America, one-third of the population is foreign born, or native born of foreign or mixed parentage. Our more numerous "minorities" come from fourteen nations. The native born, whatever his descent, has all political and other rights possessed by him who traces his ancestry to the founding fathers. The foreign born of races that are assimilable are admitted to all these privileges if they want them. We have "minorities" but no minority problem.

In this land of ours, this America, the common citizen may criticize without restraint the policies of his government or the aims of the chief executive. He may vote as his judgment or his conscience advises and not as a ruler dictates.

In this land of ours, this America, our songs are dedicated to love and romance, the blue of the night, sails in the sunset, and not to might or to a martyrdom to political cause. Our national anthem has martial words; difficult air. But if you want to hear the organ roll give the people its companion—"America . . . of thee I sing." In lighter patriotism we are nationally cosmopolitan. Unitedly we sing of Dixie or of Ioway, where the tall corn grows, of springtime in the Rockies, or of California, here I come.

In this land of ours, this America, there is not a bomb-proof shelter, and a gas mask is a curiosity. It is not needed that we teach our children where to run when death-hawks darken the sky.

In this land of ours, this America, our troubles present or prospective come from within—come from our own mistakes, and injure us alone. Our pledges of peace toward our neighbors are stronger than ruler's promise or written treaty. We guarantee them by devoting our resources, greater than the resources of any other nations, to upbuilding the industries

of peace. We strut no armed might that could be ours. We cause no nation in our half of the world to fear us. None does fear us, nor arm against us.

In this land of ours, this America, we have illuminated the true road to permanent peace. But that is not the sole moral sought herein to be drawn. Rather it is that the blessings of liberty and equality and peace that have been herein recounted are possessed nowhere in the same measure in Europe or Asia and wane or disappear as one nears or enters a land of dictatorship of whatever brand. This liberty, this equality, this peace, are imbedded in the American form of government. We shall ever retain them if foreign isms that would dig them out and destroy them are barred from our shores. If you cherish this liberty, this equality, this peace that is peace material and peace spiritual—then defend with all your might the American ideal of government.

Departmental Staff Appointments

Since the last issue of PUBLIC EDUCATION the following personnel additions to staff in the Department of Public Instruction have been announced by Superintendent Haas:

DORR E. CROSLY, of Narberth, Montgomery County, was appointed as Deputy Superintendent of Public Instruction, effective May 6, 1940, and has been assigned as Director of the Bureau of Professional Licensing.

Mr. Crosley previously served in the administrative work of the Department from 1920 to 1936, and for four years during that period served as Deputy Superintendent in School Administration and Finance. He resigned in 1936 to accept a position as Assistant Director of the survey of the public schools of Philadelphia. Upon completion of the survey he continued in the service of the School District of Philadelphia to assist in carrying out the recommendations made in the survey report. He is a graduate of Syracuse University and has had additional work at Columbia and Temple Universities. He entered the teaching profession in 1907 and served as an assistant to the Superintendent of Schools of Reading from 1915 to 1920.

ALFRED D. KEATOR, of Reading, became Director of the State Library and Museum on July 1, 1940. He had served as Librarian of the Reading Public Library since 1928, and for ten years previous to that time was Librarian at the University of North Dakota, where he also served as assistant professor of Library Science. He is a graduate of Amherst College and received his degree in Library Science from the State Library School, Albany, N. Y., in 1913. He has been a constant contributor to library journals and various professional periodicals, served as resident of the Pennsylvania Library Association in 1933, and is an active member of the American Library Association.

DONALD M. CRESSWELL, of Harrisburg, was appointed Principal Public Information Editor, effective September 9. He returns to the position he previously held from 1932 to 1936. He was formerly College Editor and Director of the Department of Public Information at the Pennsylvania State College, 1919 to 1932. Since 1936 he served for a time as Director of Publicity for the Community Fund of Philadelphia and for three years was Managing Editor of *Occupations, the Vocational Guidance Magazine*. He served also as consultant and adviser for several nationally known education journals, and recently was associated with the Pennsylvania Job Mobilization Committee as a member of the publicity staff. In that capacity he prepared various Committee procedure bulletins, including occupational adjustment and training and retraining programs.

Executive Office—Concluded

FEDERAL SURPLUS FOOD COMMODITIES For Free School Lunches

During the school term of 1939-1940 nearly a quarter million children in over one thousand schools in Pennsylvania received lunches prepared in whole or in part from surplus commodities.

The Department of Agriculture, through the Surplus Marketing Administration, is able to give very direct aid in expanding school lunch programs. Surplus commodities are made available to the State of Pennsylvania through the Department of Public Assistance and the cooperation of the Works Projects Administration.

Experience has shown that a school lunch program, to have proper management, must be underwritten by a reliable sponsor who can arrange for the procurement of facilities and equipment for the preparation and serving of lunches. The sponsor also sees that non-surplus food stuff required for the preparation of balanced meals are provided. The sponsor may be the superintendent of schools, Board of Education, school principal, teacher in charge of a one-man school, or another interested public official. In many instances it may be possible to secure the cooperation of such civic bodies as Parent-Teachers Associations, service clubs, churches, and fraternal organizations to act as cooperating sponsors of school lunch programs in their respective communities.

The planning of individual lunch programs presents specific problems which must be adapted to local conditions, while each program functions in accordance with the same basic regulations, insofar as the utilization of surplus commodities is concerned. The one-room rural school and a large urban school naturally operate school lunch programs under vastly different conditions. In the one-room rural school the teacher often not only sponsors the program but directs the cooking and serving of the lunch with the assistance of her pupils. Cooks and other labor are usually furnished under a Works Projects Administration project for the large city school.

A joint conference of representatives of the Department of Public Assistance, the Department of Public Instruction, the Department of Health, the Works Projects Administration, the National Youth Administration, and the Surplus Marketing Administration was held August 15, 1940. A coordinated program for expanding the School Lunch Program in the Commonwealth, utilizing surplus commodities for free school lunches, was formulated.

The Department of Public Assistance will continue to make surplus commodities available to schools participating in a school lunch program. Where possible, such commodities will be delivered to the schools. Where such delivery is not feasible, delivery will be made to a point mutually agreeable to the school and the Department of Public Assistance.

Surplus Marketing Administration, through its Special Representatives, will continue to assist in the promotion of school lunches by contacting school officials and coordinating the activities of other interested and related agencies in connection with the development of the School Lunch Program.

The County Home Economics Advisers will assist the local schools having a school lunch program in planning ways of utilizing the commodities in a lunch program and by showing teachers how school lunch programs can be operated efficiently.

The Department of Health will hold nutrition institutes at various points throughout the State and will continue to emphasize the value of the use of surplus commodities to representative groups.

Schools interested in securing further information relative to the School Lunch Program should contact one of the following:

Department of Public Assistance, Temporary Building No. 4, Capitol Park, Harrisburg, Pennsylvania, or one of the Commodity Distribution Warehouses located at the following addresses:

833 Nineteenth Street, Altoona, Penna.

B-ettes Building, Ohio Avenue and Tip Street, P. O. Box 139, DuBois, Penna.

347 E. Fifteenth Street, P. O. Box 958, Erie, Penna.

619-621 Walnut Street, Harrisburg, Penna.

Cherry & Baumer Streets, Johnstown, Penna.

2409 S. Water Street, Philadelphia, Penna.

South 30th and Jane Streets, Pittsburgh, Penna.

Water and Prospect Streets, Pottsville, Penna.

35 New Bennett Street, Wilkes-Barre, Penna.

20 East North Street, Williamsport, Penna.

Works Projects Administration, 46 North Cameron Street, Harrisburg, Penna., or one of their Area Offices.

Detailed information concerning the use of Federal surplus commodities for free school lunches was published in the February 1940 "Public Education" bulletin.

Annual Education Congress Luncheon

The Annual Education Congress Luncheon will be held at the Penn Harris Hotel, Thursday, October 3, 1940, at 12:30 o'clock.

The Congress Luncheon Committee is especially desirous of providing adequate accommodation for all Luncheon guests. In view of the stimulating program that has been planned, the usual overflow attendance at the Luncheon is anticipated. The work of the Committee will be greatly facilitated if tickets are purchased or reserved prior to October 2.

The price of the Luncheon tickets will be \$1.25 each. They may be obtained or reserved by writing to Dr. Henry Klonower, Director, Teacher Education and Certification, Room 202, Education Building, Harrisburg.

The Balance of Normal Labor

"Why? Why is it that so many of our youngsters want to start their careers sitting at a desk? They aren't weak, for on the average they are healthier than we were. They aren't soft or lazy, for they will drive themselves to exhaustion on a football field. Why, then, their dread of manual labor?"

"In pioneer days, when book learning was rare, the man who made his living sitting at a desk was envied. But the pioneer's legitimate aspiration for learning has decayed into a kind of snobbery which considers it more honorable to handle a telephone than a wrench; more socially desirable to dictate to a stenographer than to direct a crew of skilled mechanics.

"That's not the true American tradition. George Washington was a hard-working surveyor; Thomas Jefferson was a gifted designer of useful appliances; Benjamin Franklin was a journeyman printer, an inventor, and the best electrician of his age; Abraham Lincoln split rails, kept a store, built and worked on flatboats. That these men knew how to work with their hands undoubtedly contributed to their hard, practical sense."

—William S. Knudsen,
The American Magazine

Administration and Finance

DONALD P. DAVIS
Director Bureau Administration
and Finance

RELATION OF TRANSPORTATION AND DISTANCE FROM SCHOOL TO COMPULSORY ATTENDANCE

The Department of Public Instruction receives frequent letters raising the question as to school attendance when transportation is involved. There are many varying circumstances which determine the answer to this question. Therefore, an enumeration of the situations determining the answers is presented herewith for both elementary and secondary school pupils.

I. Elementary Pupils Who Reside

1. In Closed School Area

In school districts of the fourth class and in all townships which are school districts of the third class, an elementary pupil residing within that part of the school district last served by an elementary school which has been closed since the first Monday of July, 1907, and who resides one and one-half miles or more by the nearest public highway from the school to which he has been assigned shall be furnished the proper transportation at the expense of the district. (Section 1406)

2. One and One-Half Miles or More from a Public School

A pupil living one and one-half miles or more by the nearest public highway from the public school to which he has been assigned in his school district, unless proper free transportation is furnished, may attend an elementary school more convenient of access in another district upon obtaining the consent of the board of school directors in the other district. (Section 1404)

3. Two Miles or More from School (No Other Public School Within Two Miles)

A pupil living in an area where no elementary school has been closed since 1907, and proper free transportation is not furnished, cannot be required to attend school, if he lives more than two miles by the nearest public highway from the public school. (Under present provisions of the law, transportation becomes compulsory for all pupils living two or more miles by the nearest public highway from the school to which they are eligible beginning with the school year 1941-1942 in school districts of the fourth class and in townships which are school districts of the third class.) (Section 1418)

4. More than Two Miles from School (Public School in Another District Within Two Miles)

A pupil living more than two miles by the nearest public highway from the school to which he has been assigned, provided no free transportation is furnished by the district and in case there is a school in session in another district in the Commonwealth within two miles of the residence of such pupil, shall be reassigned by the board of school directors to this school in the other district, unless the board of school directors of the other district refuses to admit the pupil. (Section 1405)

II. High School Pupils Who Reside

A. In School Districts with High Schools

1. Two miles or More from the Nearest High School

In case a pupil lives two miles or more from the nearest public high school by the nearest public highway and transportation is not provided, he cannot be required to attend such high school. (Under present provisions of the law, transportation becomes compulsory for all pupils living two or more miles by the nearest public highway from the high school to which they are eligible beginning with the school

year 1941-1942 in school districts of the fourth class and in townships which are school districts of the third class.) (Section 1418)

2. More than Two Miles from School (Public School in Another District Within Two Miles)

A pupil living more than two miles by the nearest public highway from the high school to which he has been assigned, provided no free transportation is furnished by the district and in case there is a high school in session in another district in the Commonwealth within two miles of the residence of such pupil, shall be reassigned by the board of school directors to this high school in the other district, unless the board of school directors of the other district refuses to admit the pupil. (Section 1405)

3. Three Miles or More from Nearest High School in District Where Residing

In case a pupil lives three miles or more from the nearest high school in the district where he resides and transportation is not provided, he may attend a more convenient high school in another district upon obtaining the consent of the board of school directors in the other district. (Section 1709)

4. District with Only a Vocational High School

A pupil residing in a district having only a vocational high school may attend the nearest and most conveniently located academic high school. (Section 1707)

5. District with Only an Academic High School

A pupil residing in a school district not maintaining an approved vocational industrial, vocational agricultural, vocational home economics, or vocational distributive occupational education school or department, offering the type of training which he desires, may make application to the school board of any other district for admission to such school or department. (Section 3412) (Pupils living in a district having no vocational school or department and wishing to attend in another district may appeal to the State Council of Education in case the receiving district refuses to enroll them in said vocational school or department.)

6. Pupils Residing in a District not Offering Twelve Grades

A pupil who resides in a district with a high school whose curriculum terminates before the end of the twelfth year may attend the nearest or most conveniently located high school of such type as he may desire to attend. (Section 1707)

B. In School Districts with No High Schools*

1. More Convenient High School in Another District

A pupil residing in a district which maintains no public high school may attend the nearest or most conveniently located high school of such class as he may desire to attend. (Section 1707) (The courts in the past have held that the choice of school must be reasonable and not arbitrary.)

Measurement of Distance

Lanes and other private roads are not included in measuring the distance from a pupil's home to school. Legal distances herein specified are measured from the point where the private way or road connects the pupil's home to the highway, to the nearest point where the highway joins the school grounds. (Section 1408)

* Pupils wishing to attend a high school in another district must obtain the consent of the board of school directors.

Administration and Finance—Continued

ON WHAT BASIS SHOULD STATE SCHOOL SUPPORT BE DISTRIBUTED?

The basis on which state-aid to local school districts is distributed by the separate states is and has been variable in character. Approximately three-fourths of the states base reimbursement on some type of equalization so that districts least able to support a reasonable program of education receive a greater portion of reimbursement from state sources. In certain states such as Ohio, the basis for reimbursement is average daily attendance. In other instances such as in Maryland, state-aid is apportioned on the basis of the school census and aggregate days of attendance. In Pennsylvania, the basis on which appropriations are made depends upon the number of teachers employed. The rate of reimbursement, however, is determined by the true valuation of taxable property per teacher. In New York State, the distribution is centered in the teaching unit where allocations are made on the basis of a definite number of elementary pupils per teacher and secondary pupils per teacher.

The question relative to the most equitable basis on which to distribute state reimbursement has never been definitely settled because of the fact that all of the commonly used plans have definite advantages as well as certain disadvantages. One of the most common tests for determining an equitable method is the validity of the basis used for determining state reimbursement and ascertaining which measure gives the best index of the ability of the individual school district to support education.

Validity of Certain Measures

A preliminary investigation was made by the Child Accounting and Research Division to determine the validity of four measures commonly associated with state school support. For this purpose, the school districts of Allegheny County were selected because of the fact that the county has more school districts than any other in the Commonwealth and represents a great variety of social and economic types of communities.

The following measures were correlated for the school years 1935-1936 and 1937-1938: (1) True valuation, (2) the number of teachers, (3) the number of children on the school census list, and (4) the number of pupils in average daily membership. The validity coefficients for each of these measures in the order mentioned above were: (1) $.955 \pm .002$, (2) $.972 \pm .004$, (3) $.985 \pm .002$ and (4) $.996 \pm .002$.

The validity of these measures for one county on the basis of the preliminary findings based on a two-year interval seems to indicate that all of the four variables are almost equally valid. The greatest fluctuation, however, exists in the number of teachers, but inasmuch as the differences are so insignificant for practical purposes, they could probably be considered as valid as any of the other measures.

Relationship for Various Measures

The study was continued to determine which measures of expressing wealth per school district are most closely related; namely, true valuation per teacher, true valuation per census child, and true valuation per pupil in average daily membership.

True valuation per teacher, which has been used as the basis for rate of reimbursement in Pennsylvania for a number of years, definitely gives school districts the opportunity to select any number of teachers they feel sufficient to meet the needs, with a definite guarantee by the state to reimburse the district for every properly certificated teacher. This basis of state-aid has the disadvantage of making possible a much lower pupil-teacher ratio in certain districts than in others.

True valuation per census child states the ability of an individual school district to support education in terms of the total number of children within a definite school age. This represents the potential school load which any school district may have to carry, even though at the time certain pupils may be attending private sectarian or private non-sectarian schools, or even not attending school at all, in case no secondary school is available within the district and they live more than two miles from the secondary school in the adjoining district. Such a method places school districts in which all or most of the pupils attend public schools at a decided disadvantage over those districts in which large numbers are attending non-public schools.

True valuation per pupil in average daily membership has the advantage in that the basis for aid is on the number of pupils actually enrolled in the public schools which, of course, is the real measure of the school load. This measure, like the preceding one, has certain disadvantages in that districts can have very large classes, thereby reducing the local costs because they employ few teachers. Concurrently a definite guarantee by the state of certain funds is assured regardless of whether unusually large classes or classes of desirable sizes are maintained. It has a further disadvantage of making possible larger grants of money for school districts receiving tuition pupils than when the grant is based on the school census which includes the children residing within the school district only.

A tentative study was made of this problem by determining the relationship among these three measures in Allegheny County, which is primarily industrial and urban, as well as a study combining York and Lancaster Counties, which are primarily agricultural. The results are summarized in Table 1.

The relationships between the various measures are quite close regardless of whether they are based on Allegheny County, which is largely industrial and urban, or on the agricultural counties of York and Lancaster. There is evidence, therefore, that the relationships appear to be quite consistent, regardless of the type of area, whether any of the children attend non-public schools, or whether any of the children in the school district are tuition pupils attending high school in another school district. In only one case was there much divergence in the correlation coefficients when the same variables were considered; namely, true valuation per census child and true valuation per pupil in average daily membership. The highest of the six correlations, $.925$, occurred between these two measures when applied to Allegheny County. On the contrary, the correlation for the same two variables for York and Lancaster Counties combined was $.873$. This divergence may have been due to the fact that there are many districts in these latter two counties in which no high schools are maintained; consequently, the average daily membership in these districts and the number of pupils on the census list would be quite different.

Administration and Finance—Concluded

Table 1. Relationships Between True Valuation Per Teacher, True Valuation Per Census Child, and True Valuation Per Pupil in Average Daily Membership in School Districts of Allegheny County, and also of York and Lancaster Counties Combined—1937-1938

True valuation per		True Valuation per	
		Teacher	Census Child
	Census Child	.826 ± .029 (Allegheny County)	
		.816 ± .019 (York and Lancaster Counties)	
Pupil in Average Daily Membership		.899 ± .012 (Allegheny County)	.925 ± .010 (Allegheny County)
		.897 ± .011 (York and Lancaster Counties)	.873 ± .014 (York and Lancaster Counties)

Read table thus: The correlation between true valuation per teacher and true valuation per census child on the basis of school districts in York and Lancaster Counties during the school year 1937-1938 was .816, with a probable error of .019.

Apparently, measures that are the most similar are the true valuation per teacher and the true valuation per pupil in average daily membership, followed by the relationship between true valuation per pupil in average daily membership and true valuation per census child. As would be more or less expected, the lowest relationship exists between true valuation per teacher and true valuation per census child.

From these preliminary findings, it appears that using taxable wealth per teacher as a basis for reimbursement to local school districts does not operate much differently from wealth per pupil in average daily membership or even from wealth per census child.

It will be recalled that the Harrison-Thomas-Larrabee Bill would base federal aid on the number of pupils within certain age levels, residing within a school district. Many of the more recently recognized state-aid systems, however, place the basis for reimbursement on the teaching unit which assumes the number of pupils per public school teacher in the elementary and secondary units, respectively, for each district is identical for the purpose of distributing state-aid. Such a system, it would appear, would eliminate the undesirable features of using either teachers as a single basis, or pupils as the only criterion.

It is believed that the findings in these three counties make the study worthy of further investigation, including a more representative and a more adequate sampling of the Commonwealth. A person conducting such a study would also find it profitable to check the validity of each base. It would be well to correlate the number of teachers by districts, at a period from five to ten years apart, rather than at a two-year interval. Such a validation study should also be made of average daily membership and of the census rolls. A thorough-going investigation of this nature, undertaken by a graduate student or other person interested in educational research, would contribute further light on desirable bases for disbursing state school funds.

Perfect Attendance Awards Discontinued

The practice of annually issuing perfect attendance certificates and seals was discontinued by the Department of Public Instruction at the completion of the last school year. This in no way implies that the Department wishes to discourage perfect attendance. Local school districts may issue their own certificates and seals, if they so desire.

The change in policy is the result of certain undesirable features which have accompanied the issuance and which have already prompted many school districts to refrain from this practice. Many school children desiring to continue their records of perfect attendance remain in school when such act is detrimental to their own health. Likewise, attendance under such conditions subjects other children to the dangers of contagion. The issuance of the awards unduly penalizes pupils absent for religious holidays which occur at such time as the public schools are in session.

It is strongly urged that those school officials who have not already done so, explain to all pupils this change of policy on the part of the Commonwealth.

Life Is Growth

"Life is growth. When a living thing stops growing it begins to die. Death may take some time, but it is inevitable.

"Democracy is a living and growing thing, or it is a decadent thing. There can be no such thing as a static democracy. That is a contradiction in terms. In fact, there can be no such thing as a static society, for society is a living thing, and living things must grow—or die. Totalitarian states may try to maintain a static equilibrium. But the fallacy of changelessness was demonstrated in all the ancient despotisms—and in Medieval feudalism. Nature is disruptive; technology is disruptive; no pattern is permanent.

"Mind is a living thing, and it, too, must obey the laws of living things: It must grow, develop, reconstruct its outlooks, meet the changes of nature and society with changes in its own procedures—or harden down into "set" ways and lose all vital connections with the living world. Death may take some time, but it is inevitable."

—Dr. Joseph K. Hart,
Columbia University

The Costs of War

"The World War, all told, cost—apart from thirty million lives—400 billion dollars. With that money we could have built a \$2,500 house, furnished it with \$1,000 worth of furniture, placed it on five acres of land worth \$100 an acre, and given this home to each and every family in the United States, Canada, Australia, England, Wales, Ireland, Scotland, France, Belgium, Germany, and Russia. We could have given to each city of 20,000 inhabitants and over, in each country named, a five million dollar library and a ten million dollar university. Out of what was left we could have set aside a sum at five per cent that would provide a \$1,000 yearly salary for an army of 125,000 teachers, and a like salary for another army of 125,000 nurses."

—Nicholas Murray Butler

Instruction

PAUL L. CRESSMAN
Director Bureau of Instruction

WHY THE PROBLEM OF OBSERVING AND CARING FOR INDIVIDUAL NEEDS HAS BECOME AN IMPORTANT ONE

The combined influence of a number of developments has thrown into relief the importance of observing and caring for individual needs among children.

Among these developments is a growing democratic concept of government which places high values upon the best possible development of each individual. It rests upon the assumption that a society can be no better than its members. As each person lives intelligently, the society of which he is a part is bettered to that extent. Living intelligently implies that an individual has the ability to analyze situations, to initiate, to plan; to reach decisions which he is willing to live by; and that he takes responsibility for his actions. As a person learns to do these things effectively—both alone and with others—he becomes a strong link in a chain of democratic living. Thus, in a democracy the spotlight is turned upon each individual as an important unit.

The philosophy, which emphasizes child-development as the important function of the school, creates heavy demands for knowing what the child is like when he comes to us, what can be expected of him, and the most effective ways for bringing about his best possible development. This philosophy coincides with the democratic concept that when the individual improves, society improves proportionately.

The third development is within psychology itself. An increasing emphasis is being given to an organismic conception of the human being. Analyzing a personality into its elements is being necessarily augmented by a study of the individual in a composite social picture. How the person acts as a totality is of important concern. The study and the care of the child has thus come to include more than it did in the past. Everything about him is contributory and important. Because each child is a unique personality reacting to an environment all his own, mass methods of diagnosis and guidance are not effective in many instances. Because there are decided limitations to isolating common elements of human behavior for study and guidance, the futility of too much mass instruction is apparent. The growth of an organismic psychology has strengthened our belief that the whole of the child is affected in every situation he meets. So there is more to look for and to be concerned about, and balance and relationships in a unified growth are most important.

Child-study results furnish evidence that children do differ from one another socially, mentally, physically, and emotionally, and that the status of each child with respect to one ability or potentiality may be quite different from his status with respect to other abilities or potentialities. Intensive child observations and intelligent subjective interpretations of them furnish such verifications with regard to the whole individual. While this method of study may be somewhat lacking in objectivity, it is significant to the extent that it is done and interpreted by those who understand children. Its main advantage is that it is more far-reaching and inclusive and that it puts emphasis upon effective living. Pertinent results of the measurement movement should be mentioned also. In spite of its limitations in testing only a small part of human potentialities and abilities, it has made a valuable contribution to education in that it offers scientific verification that each child does not conform to a fixed norm in all respects and that large differences among children do exist in all class groups. If we should

group children homogeneously in one respect, they would not remain so for long; nor would they be alike in other respects. We know that the more and better teaching we do, the wider will the variations in abilities among children become. "Also," says Saucier,* "if there is to be progress rather than mere change, society must be composed of individuals differing in certain respects." Heterogeneity within a group or society is a healthy condition. It is a condition necessary to a growing society which is making progress. We need to try to encourage individual differences rather than try to make everyone conform to, or reach, a standard.

So, a society which needs and values the best possible development of each of its members, a philosophy which puts emphasis upon the development of the child, a psychology which respects the wholeness of the individual, and child study results which present verification that large differences among people do exist and that each individual possesses abilities and potentialities in varying degrees, have made the problem of observing and caring for individual needs an important one. They bespeak a high regard for the individual, and a recognition that he is unique and that he reacts as a totality.

*Saucier, W. A. *Introduction to Modern Views of Education*. Ginn and Company, New York. 1937. Page 253.

HOME NURSING IN HEALTH SECURITY

School administrators are thinking today in terms of being ready for possible emergencies and are asking what the schools can do to strengthen their service to the community. It is gratifying to observe in this connection the growing interest in physical fitness. This increasing realization of the close association of health to economic and social problems presents a challenge to the school to scrutinize its program for individual, family, and community health, to the end that it may select and emphasize those activities which help people to help themselves. Since the school is primarily an educational institution, its approach to this problem is necessarily educational, rather than remedial.

Every pupil in the senior high school—boy or girl—is entitled to competent instruction which will give him the fundamental knowledge needed for the protection and care of his own health and that of his family. To meet this need, it is suggested that there be offered, as part of the health instruction program, a short intensive course in home hygiene and first aid, covering certain elementary experiences in non-technical care of the sick and injured. This should be given as early in the school year as possible and required of both boys and girls. The school nurse, the Red Cross or community nurse, and the teacher of home economics, will be able to make valuable contributions to this program.

The following outline lists those learning activities generally believed to be significant in meeting some of the everyday problems of health. It is a revision of the unit on Home Care of the Sick in Bulletin 61, Tentative Course of Study in Health Instruction for Secondary Schools. Because this bulletin is out of print and because of the many requests for suggestions for instructional material in this field, the unit is printed in Public Education. It is suggested that a minimum of twelve class periods, involving the actual practice of these skills, be devoted to this unit.

I. Objectives:

A. Habits or Skills

1. Ability to make up bed with patient in it; skill in giving baths to patient; skill in moving patient in bed; ability to observe objective symptoms of illness; ability to care for sick room; ability to take tempera-

Instruction—Continued

ture; ability to count the pulse rate; ability to count respiration; ability to prepare food for patient on specific diet; skill in caring for the skin of the patient; skill in caring for excreta from the patient (use of bed pans, excretions from nose and throat); ability to perform duties in sick room quietly; skill in keeping accurate records of patient; ability to follow the physician's orders; ability to care for minor illnesses; ability to care for patient with communicable disease; ability to care for a convalescing patient.

B. Attitudes

1. Willingness to accept responsibilities in caring for a patient in the home; cheerfulness in the sick room; sympathetic firmness in caring for patient; willingness, within reason, to give up own pleasure and comforts to care for those who are ill in the home; regard for the good of the patient rather than personal feelings.

C. Knowledges

1. Indications of illness
 - a. Important of early recognition and ability to report to physician
 - b. Objective symptoms
 - (1) Possible indications of illness
 - (a) Expression of face—anxious, pained
 - (b) The eyes—dull, listless, inflamed, pupils enlarged
 - (c) The skin—color, dry, moist, hot, cold
 - (d) The tongue—coated, color, cracked, swollen, loss of sense of taste
 - (e) The throat and tonsils—swollen, inflamed, patches
 - (f) The voice—weak, hoarse, moaning, sharp cries
 - (g) Activity—restless, drowsiness, loss of strength
 - (h) Mental condition—irritable, unreasonable
 - (i) Appetite—loss of
 - (j) Sleep—inability to sleep
 - (k) Sense of hearing and touch—impaired
 - (l) Excretions
 - (m) Vomiting
 - (n) Weight—rapid loss or gain in weight
 - (o) Coughing
 - (p) Chills
 - (q) Inflammations
 - (2) Temperature
 - (a) Methods of taking
 - (b) How to read the thermometer
 - (c) Difference between body and skin temperature
 - (d) What body temperature means
 - (e) Normal temperature
 - (f) Inadvisability of informing patient
 - (3) The pulse
 - (a) What the pulse is
 - (b) Methods of taking
 - (c) Judging: Rate, force, and rhythm
 - (d) Normal pulse
 - (e) Inadvisability of informing patient
 - (4) Respiration
 - (a) What it is
 - (b) Method of taking
 - (c) Normal respiration
 - (d) Inadvisability of informing patient

- c. Subjective symptoms
 - (1) Bodily pain
 - (a) Relieved by change of position, heat, cold, etc.
 - (2) Nausea
 - (3) Fatigue
 - (4) General physical discomfort
2. Selection and care of the sick room
 - a. Advantages of
 - (1) Using patient's own room
 - (2) Giving patient room for herself
 - (3) Room on first floor
 - (4) Nearness to bathroom
 - (5) Quiet room
 - (6) Opportunities for light and sunshine
 - (7) Properly heated and ventilated room
 - b. Furnishing of the sick room
 - (1) Simple, attractive, easy to clean
 - (2) Flowers
 - (3) Selection of bedstead, tables, chairs, rugs, mattress, pillows, sheets, pillow cases, blankets, bed spreads
 - c. Sanitation and care of the sick room
 - (1) Methods of cleaning
 - (2) Frequency
 - (3) Airing
 - (4) Sunshine
3. Bed making
 - a. Relation to
 - (1) Comfort of patient
 - (2) Elimination of friction, pressure and irritation on the skin
 - b. Making bed for patient
 - c. Making bed with patient in it
 - d. Changing of bed clothing and mattress with patient in bed
 - e. Care of bed clothing—mattress, pillows, sheets, rubber sheets, blankets, spreads
4. Keeping the patient comfortable
 - a. Lifting the patient in bed
 - b. Turning the patient in bed
 - c. Adjusting the pillows
 - d. The back rest
 - e. Knee pillows
 - f. The bed cradle
 - g. Moving the patient from one bed to another
 - h. Evacuation
 - i. Proper temperature and circulation of air
 - j. Adjustment of light
 - k. Eliminating noise
 - l. Conversation and visitors
5. Care and protection of the skin
 - a. Cleanliness of the skin
 - (1) The bed bath
 - (a) Equipment and supplies needed
 - (b) Methods of giving
 - (2) The tub bath
 - (a) Equipment and supplies needed
 - (b) Methods of giving
 - b. Protection of the skin
 - (1) Pressure sores
 - (a) Causes of
 - (b) Preventive measures: Relief of pressure; cleanliness of skin and bed; rubbing with alcohol and the like

Instruction—Concluded

6. Care of the mouth and teeth
7. Care of the hair and nails
8. Feeding the sick
 - a. Review of classification of food elements and digestion
 - b. Selection and preparation of food
 - (1) The liquid diet
 - (2) The soft-solid diet
 - (3) Light or convalescent diet
 - (4) The full diet
 - (5) Intermediate nourishment
 - c. Serving of the food
 - (1) Importance of attractiveness and regularity of serving
 - (2) The tray
 - (a) Kinds and adjustments on bed
 - (b) Arrangement of food
 - (3) Feeding the helpless patient
9. Medicines
 - a. Proper use of medicines
 - b. Contents of the household medicine cabinet
 - c. Care of medicine
 - d. Methods of administering medicine
 - e. Dangers of self prescribed patent or other medicine
 - f. Importance of consulting and following advice of physician
10. Treatments
 - a. Methods of applying dry heat
 - (1) How to fill a hot water bottle
 - b. Methods of applying moist heat
 - c. Methods of administering cold applications
 - (1) How to fill an ice cap
 - d. Methods of giving enemas
11. Home care of minor illnesses
 - a. Headache
 - b. Indigestion
 - (1) Precautions in regard to mistaking symptoms of appendicitis for symptoms of indigestion
 - c. Chills
 - d. Constipation
 - e. Diarrhea
 - f. Infections
 - g. Minor wounds
 - h. Fatigue
12. Care of patient with communicable disease
 - a. Caring for the isolated patient
 - b. Protecting others from infection
13. Convalescence
 - a. Providing healthful environment
 - b. Promotion of desirable mental attitudes
 - c. Occupational therapy
 - d. The chronic patient
 - e. Nursing care for the aged
14. The home attendant
 - a. Personal qualities
 - b. Duties
 - (1) Routine
 - (a) Care of room
 - (b) Care of patient: Nursing, during day, at night
 - (2) Keeping records
 - (a) Patient's symptoms
 - (b) Medicine
 - (c) Diet
 - (d) Treatment

15. Improvised Equipment

The following is not a complete list of improvised appliances. Other suggestions will be found in *Improvised Equipment* in the "Home Care of the Sick" by Olson. (See reference list.)

- a. Mattress protectors; bedside and tray tables; babies' beds and go-carts; fastening bedcovers; restraints from thumb sucking and scratching; bandages, slings and crutches; door silencer; inhalation apparatus; wheel chairs; elevating bed; appliances for making bed patient more comfortable: pressure rings, knee supports, bed cradle, back rest and support to prevent sliding down from back rest.

II. Suggested Activities:

- A. Invite the school nurse to demonstrate for the class: Bed making, with and without patient in it; how to turn patient in the bed, how to adjust pillows, etc. Pupils practice and learn the skills involved.
- B. Invite the home economics teacher to demonstrate the preparation of certain articles of food for (1) the liquid diet, (2) the semi-solid diet
- C. Have pupils practice with each other:
 1. Taking mouth temperature (sterilize thermometer)
 2. Counting the rate of the pulse
 3. Counting respiration
- D. Make out charts for reporting to physician
- E. Ask individual pupils to report on what they would do in own home in case of sudden illness:
 1. Preparation of the room
 2. Calling a physician
 3. Caring for the patient
- F. Ask individual pupils to report on ways to entertain a convalescent child

III. References for Teacher:

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- Selected chapters in all high school textbooks in health instruction.

The American Pace

"You Americans wear too much expression on your faces," said Dr. Clouston, a Scotch physician visiting this country. "You are living with all your reserves in action. The duller countenances of the British people betoken a better scheme of life—they suggest stores of reserved nervous forces to fall back upon if the occasion should require it. This unexcitability I regard as the greatest safeguard of the British people. The other thing in you gives me a sense of insecurity. You really ought to somehow tone yourselves down. You take too intensely the trivial moments of life."

—William James

Teacher Education and Certification

HENRY KLONOWER
Director Teacher Education and
Certification

CERTIFICATION OF TEACHERS OF CLASSES FOR THE MENTALLY RETARDED

That further clarification may be given to the regulations of the State Council of Education concerning the certification of teachers of classes for the mentally retarded, the following regulations for the issuing of certificates in this field are presented:

I. Regulations Governing Certificates Previously Issued

All Temporary, Special, Normal, and Provisional College certificates now valid will be renewed and made permanent in accordance with the conditions on which they were issued.

II. Regulations Governing the Issue of New Certificates

A. A certificate of standard grade valid for teaching the elementary subjects may be extended to include the teaching of classes for the mentally retarded on the completion of twenty-four semester hours of approved courses in special education in accordance with the following suggested distribution:

1. Courses Basic to All Special Class Certification: 6 sem. hrs.

*Psychology or Education of Exceptional Children
Diagnostic Testing and Remedial Teaching
Mental or Educational Hygiene

2. Courses Definitely Applicable to the Teaching of Mentally Retarded Children: 9 sem. hrs.

*Special Class Arts and Crafts (6 sem. hrs.)

*Student Teaching in Classes for Mentally Retarded Children (1 sem. hr.)

*Special Class Methods

3. Special Class Electives: 9 sem. hrs.

Clinical Psychology

Abnormal Psychology

†Mental Tests (group)

Speech Correction

Mental Tests (individual)

Corrective Physical Education

Educational and Vocational Guidance

Related Courses in Sociology

**Teaching Experience

Any excess in groups one or two may be applied in group three.

B. A college certificate valid for the secondary field may be extended to include the teaching of classes for the mentally retarded on the completion of thirty-six semester hours, including the distribution in groups one, two, and three, in section A, and twelve semester hours selected from group four, below:

4. Courses Related to Elementary Education Which Are Basic Pre-Requisites for Teaching Special Classes for the Mentally Retarded Selected from the Following or Equivalent Courses: 12 sem. hrs.

†Teaching of Reading

†Teaching of Arithmetic

Art in the Elementary School

Music in the Elementary School

Health or Physical Education in the Elementary School

Educational Measurements

Principles of Elementary Education

Child Psychology

†Elementary School Methods

†The Elementary School Curriculum

Teaching of Elementary Social Studies

Children's Literature and Story Telling

Notes:

Educational Psychology is a pre-requisite for the courses listed above.

In institutions approved for the education of teachers of special classes for the mentally retarded, students pursuing the four-year elementary curriculum may elect the above courses in groups one, two, and three, and on the satisfactory completion of the elementary curriculum and the twenty-four (24) semester hours in this special field will receive certification in both fields. Such dual certification will require at least one additional summer session.

* Must be selected within these groups.

† Preferred Elective.

** Successful experience in teaching; in social service, such as visiting teacher, probation officer, or social worker; in public health work, such as school nurse, public health nurse, etc.; or in a psycho-educational or psychiatric clinic as psychological examiner or psychologist; may be counted to a maximum of six (6) semester hours at the rate of three (3) semester hours a year.

STATE REIMBURSEMENT FOR TEACHERS' SALARIES

Granting of State aid for teachers' salaries to the several school districts has been greatly expedited during the past several years by more careful preparation of the applications for appropriation in the offices of superintendents, supervising principals, and secretaries of school boards. The applications for appropriation are submitted each year during the month of October and before reimbursements can be made to school districts, types of teachers' certificates, subjects taught, et cetera, must be checked against the certificates held by teachers. Section 1301 of the School Code provides that no teacher may teach any subject not appearing upon her certificate.

In order that the granting of State aid may be further expedited, several suggestions have been developed as a result of the experience during the past year in the matter of approving applications for appropriation. If the following suggestions are followed by superintendents, supervising principals, and secretaries of school boards, considerable needless correspondence will be eliminated and the whole process of reimbursement accelerated. In presenting the suggestions below, the whole purpose is not only to bring the full amount of reimbursement to which a district may be entitled but also to see that such reimbursement is not delayed because of questions concerning certification on the basis of which payments are made. The following suggestions are made in the spirit of helpfulness.

1. Please indicate the full name of each teacher. If married, the full single name with married name added should appear. e. g.: Harriet E. Brown Smith. The complete first name rather than an initial helps to avoid mistakes. e. g.: Howard A. Jones or Howard Alvin Jones, not H. A. Jones.
2. In reporting junior high school teachers, please indicate the subjects, grade or grades taught. e. g.: Mary Elizabeth Miller, Hastings Junior High, English and General Science in seventh and eighth grades.

Teacher Education and Certification—Continued

- Where the seventh and eighth grades of an elementary school are taught on a departmental basis, please indicate the subjects and grades taught on a departmental basis.
- If a teacher holds a provisional college, temporary standard, or any other form of non-permanent certificate, please indicate the number of years taught in Pennsylvania on the basis of the non-permanent form of certificate prior to the current year. This may be shown as follows: Mary Elizabeth Miller—Prov. Col. (2 Pa.)
- Where a teacher is on sabbatical leave, list this teacher with the substitute immediately under giving subjects and grades taught.
- When an emergency certificate has been issued by a superintendent, the "Emergency Certificate Record" (PITC-29) must be filed with the Department of Public Instruction at once, indicating all the information requested on the card.
- In recording "Subjects Taught" the subjects prescribed for the elementary and secondary curriculums are those which should appear on the applications for appropriation, providing such subjects appear on the certificates of the teachers employed within a school district. Titles of textbooks should not be used in place of names of prescribed courses taught in the secondary field.
- Where a teacher is engaged in guidance work, such teacher should be reported as a director of guidance, a counselor, or a teacher of guidance.
- Where a field includes several subjects, please report the subject. e. g.: If a teacher is teaching History and Problems of Democracy, list those subjects rather than "Social Studies." If a teacher is teaching Woodworking and Mechanical Drawing, list those specific subjects rather than reporting just "Shop Subjects" or "Industrial Subjects." This suggestion applies to the Science field and the field of Business Education also.
- Where a teacher is employed as teaching courses in the commercial field, the teacher must be certificated in the field of business education and the specific subjects must appear on the certificate. The same principle applies to industrial arts and vocational education also.

Many of the suggestions above have come to us from administrative and supervisory officials in the field. Further helpful suggestions are solicited. If the above "helps" are passed along to secretaries of school boards or others who help in the preparation of the applications for appropriation, the whole process of checking, auditing, and reimbursing will be simplified and expedited.

Experimentation in the Larger Areas of Content Material

At a recent meeting of the Board of Presidents of the State Teachers Colleges considerable discussion developed with reference to the matter of experimentation with larger areas of content. It was agreed that such should be encouraged and with this objective in mind the following recommendation was approved:

- That any college desiring to undertake such an experiment shall be authorized to do so in any field or combination of areas represented by courses in the curriculum.

- That integrated courses undertaken shall be developed as 4, 8, 12, or 16 semester hour courses, that they be designated on the records as integrated courses and after this designation that courses now included in the curriculum as required or elective be listed with semester hour credits for each to indicate the general area covered by the so-called integrated or combined courses.
- That colleges desiring to organize and offer such courses shall submit to the Director of Teacher Education and Certification in advance for approval a complete description of the areas to be covered together with the organization and plans for conducting the integrated course.

County Teachers' Institutes

COUNTY	SUPERINTENDENT	PLACE OF MEETINGS	DATES OF MEETINGS
Adams	Ira Y. Baker	Gettysburg	Aug. 29, 30
Allegheny	C. W. Peters	Pittsburgh	Oct. 10, 11
Armstrong	John A. Meehling	Kittanning	Oct. 10, 11
Beaver	E. D. Davidson	Beaver	Aug. 29, 30
Bedford	Lloyd H. Hinkle	Bedford	Nov. 7, 8
Berks	Alvin F. Kemp	Reading	Aug. 29, 30
Blair	M. A. Dively	Hollidaysburg	Aug. 2, Oct. 5, Nov. 2, Dec. 2
Bradford	J. Andrew Morrow	Towanda	Oct. 10, 11
Bucks	J. Harry Hoffman	Doylestown, U. of Pa.	Oct. 25, Mar. 26-29* Oct. 5
Butler	John T. Connell	Butler	Oct. 10, 11
Cambria	Arthur M. Stull	Ebensburg	Oct. 17, 18
Cameron	C. E. Plasterer	Emporium	Nov. 7, 8
Carbon	Stuart E. Prutzman	Mauch Chunk	Oct. 17, 18
Centre	F. Glenn Rogers	Bellefonte	Sept. 3, Mar. 27 or 28
Chester	Clyde T. Saylor	West Chester, U. of Pa.	Oct. 24, 25
Clarion	B. M. Davis	Clarion	Aug. 29, 30
Clearfield	W. P. Trostle	Clearfield	Oct. 10, 11
Clinton	Newton L. Bartges	Lock Haven	Sept. 14, Oct. 19
Columbia	Ray M. Cole	Bloomsburg	Aug. 29, 30
Crawford	C. F. Adamson	Meadville	Oct. 17, 18
Cumberland	Ralph Jacoby	Carlisle	Oct. 17, 18
Dauphin	I. D. App	Steelton	Oct. 17, 18
Delaware	Carl G. Leech	Media	Oct. 28, 29
Elk	O. G. F. Bonnett	Ridgway	Oct. 24, 25
Erie	Willis E. Pratt	Erie	Oct. 4, 18
Fayette	Harry J. Brownfield	Uniontown	Nov. 25, 26
Forest	Frank L. Watson	Warren	Sept. 26, 27
Franklin	Raymond G. Mowrey	Waynesboro	Nov. 25, 26
Fulton	Harold C. Welsh	McConnellsburg	Oct. 24, 25
Greene	Don C. Longanecker	Waynesburg	Oct. 3, 4
Huntingdon	J. H. Neff	Huntingdon	Oct. 17, 18
Indiana	D. L. Winger	Indiana	Oct. 10, 11
Jefferson	John H. Hughes	Brookville	Oct. 24, 25
Juniata	Samuel M. Short	Mifflintown	Sept. 14, Oct. 17
Lackawanna	Thomas Francis	Scranton	Nov. 7, 8
Lancaster	Arthur P. Mylin	Neffsville	Oct. 31, Nov. 1
Lawrence	John C. Syling	New Castle	Oct. 3, 4
Lebanon	Harry C. Moyer	Cornwall	Sept. 12, 13
Lehigh	Mervin J. Wertman	Allentown	Oct. 10, 11
Luzerne	A. P. Cope	Wilkes-Barre	Oct. 17, 18
Lycoming	Frank H. Painter	So. Williamsport	Oct. 28, 29
McKean	C. W. Lillibridge	Smethport	Sept. 26, 27
Mercer	W. M. Pollard	**	**
Mifflin	Elmer E. Sipe	Burnham	Oct. 17, 18
Monroe	John H. Kunkle	E. Stroudsburg	Sept. 26, 27
Montgomery	Abram M. Kulp	Univ. of Pennsylvania	Mar. 26-29*
Montour	Fred M. Diehl	Danville	Nov. 25, 26
Northampton	George A. Grim	Pen Argyl	Oct. 24, 25
Northumberland	C. E. Hilbish	Northumberland	Oct. 24, 25
Perry	D. A. Kline	New Bloomfield	Oct. 17, 18
Pike	C. B. Dissinger	Milford	Oct. 31, Nov. 1
Potter	A. P. Akeley	Coudersport	Nov. 7, 8
Schuylkill	Amos W. Zerbe	Pottsville	Oct. 17, 18
Snyder	Frank S. Attinger	Middleburg	Nov. 7, 8
Somerset	Guy N. Hartman	Somerset	Oct. 31, Nov. 1
Sullivan	John M. Lumley	Dushore	Oct. 10, 11
Susquehanna	Frank A. Frear	Montrose	Oct. 14, 15
Tioga	Walter G. Clark	Wellsboro	Oct. 31, Nov. 1
Union	Frank P. Boyer	Mifflinburg	Nov. 7, 8
Venango	L. H. Pepper	Franklin	Oct. 10, 11
Warren	H. L. Blair	Warren	Sept. 26, 27
Washington	J. L. Roberts	Washington	Oct. 10, 11
Wayne	A. H. Howell	Honesdale	Nov. 25, 26
Westmoreland	Charles F. Maxwell	Greensburg	Nov. 26, 27
Wyoming	Edwin H. Kehrli	Tunkhannock	Oct. 17, 18
York	Harvey E. Swartz	York	Oct. 18, 19

* Schoolmen's Week, University of Pennsylvania, Philadelphia, Pa.

** Pending.

Teacher Education and Certification—Concluded

PROFESSIONAL STATUS OF TEACHERS

The table below presents the "Summary of Professional Status of Teachers in the Public Schools of the Commonwealth as of November 1, 1939." As in previous years, the table again indicates the substantial progress made during the past year in the matter of the several school districts employing teachers with more extended education. During the past nineteen years, steady gains have been made in every school district of the State in the matter of providing the boys and girls in the public schools with teachers who have completed four years of post secondary education for teaching.

Since approximately 100.0 per cent of the 63,708 teachers now employed in the public schools have completed two years or more of post secondary education, attention is no longer directed to the figures that indicate the professional status of teachers in the several school districts based on two years of post secondary education. Most school districts have accepted the general standard for teacher education in the elementary field as four years of post secondary education. Attention is called to the fact that in 1920-1921 only 70.5 per cent of the teaching force had standard certificates representing two years of post secondary education as compared with approximately 100.0 per cent for the school year 1939-1940.

The table indicates the percentage of teachers having college educations in 1920-1921 as compared with 1939-1940. The figures show that substantial progress has been made by all the school districts during the past nineteen years in the employment in the public schools of the Commonwealth of teachers who have completed four years of education. From the school year 1920-1921 to the school year 1939-1940, a period of nineteen years, there has been a gain of 40.0 per cent in the number of teachers who have had the more extended education. For the year 1939-1940, of the 63,708 teachers, a total of 47.0 per cent are college graduates as compared with 7.7 per cent in 1920-1921.

The substantial and consistent increase in the number of teachers with more extended education is indicated by the figures for the State as a whole under "Grand Total." In first class school districts, 44.1 per cent are college graduates; in second class school districts, 53.3 per cent of the teachers are college graduates; in third class school districts, 54.6 per cent of the teachers are college graduates; and in fourth class school districts and those third class school districts under the supervision of the county superintendent, 42.8 per cent are college graduates. This latter figure is particularly interesting for it means that there has been a consistent and steady increase in the number of college graduates in the rural areas and that of the 29,970 teachers supervised by county superintendents, more than one-third of them are college graduates.

In view of the present economic situation, these figures are encouraging. They present a satisfactory picture of the substantial improvement of the teaching service in the public schools of the Commonwealth.

One Hundred Philadelphia Schools Use Food Models to Teach Balanced Diet

Public school authorities interested in employing a larger number of visual education aids in vocational and other departments are finding some of their needs are being met by the Pennsylvania Museum Extension Project. Recent developments are indicative of trends, it is thought.

For example, in Philadelphia more than 100 schools are equipped with plaster food models useful for teaching the essentials of a balanced diet. Other schools are using "Single Servings Flash Cards" for a similar purpose. These cards are accompanied by mimeographed notes in which the nutritive values of the different foods are stated in "shares," the dietetic measure, were originated by Dr. Mary Swartz Rose of Columbia University.

A Summary of the Professional Status of Teachers in Pennsylvania

November 1, 1939

Classes of School Districts	Total	Certificates					Per cent with two or more years preparation 1939-40	Per cent with College Certificates		
		College	Normal School	Standard	Partial	Full-time Emergency		1939-40	1938-39	1920-21
Grand Total	63708	29974	20120	13535	27	52	99.9	47.0	44.5	7.7
First	11197	4943	4916	1330		8	99.9	44.1	42.2	*
Second	8448	4504	2413	1515	1	15	99.8	53.3	50.0	12.7
Third *	14093	7693	4014	2370	2	14	99.9	54.6	52.2	14.4
Fourth **	29970	12834	8777	8320	24	15	99.9	42.8	40.1	7.5

* Includes only those third class school districts under district superintendents.

** Includes all fourth class school districts and those third class school districts under county superintendents.

Professional Licensing

DORR E. CROSLY
Deputy Superintendent, Bureau
of Professional Licensing

Number of Beauticians Increased

The Department of Public Instruction has the responsibility of administering the law (Act No. 86, approved May 3, 1933, effective January 1, 1934) pertaining to the practice of beauty culture. In carrying out its responsibility, the Department finds it necessary to issue licenses to those successful in examinations and to renew annually all licenses issued. A comparison of the number of licenses issued and renewed for the years 1938 and 1939 is set forth in the following table:

Comparison of Number of Eligibles to Practice Beauty Culture During the Years 1938 and 1939

Types of Licenses	New Licensees		Licenses Renewed		Total Number of Eligibles		Number of Eligibles Over or **Under 1938
	1938	1939	1938	1939	1938	1939	
Shop Owners	2416	2253	7232	8006	9648	10259	774
Teachers	241	270	617	752	858	1022	164
Managers	125	125	550	614	675	739	64
Operators	3885	3360	21185	24431	25070	27791	2721
Manicurists	239	237	585	661	824	898	74
Apprentices	1	9	*	*	1	9	8
Schools	12	5	74	79	86	84	**2
Students	4780	4606	*	*	4780	4606	**174
Total	11699	10865	30243	34543	41942	45408	3629

* Renewal not required.

New Licenses Issued

The number of new licenses issued in the year 1939 is smaller than the number issued in 1938. It should be noted that the number of students receiving student permits in 1939 is smaller than the number receiving student permits in 1938. Since most persons wishing to obtain beauty culture licenses enroll in schools of beauty culture, and since the number of students in 1939 was smaller than in 1938, the decrease in the number of new licenses issued can perhaps in part be accounted for in this way. Of course, it is to be noted that there were new licenses issued to fewer shop owners, operators, and schools in 1939. It may be that the number of new licenses issued in 1939 is smaller than the number issued in 1938 because of the large number of new licenses issued previously. Perhaps there is a sufficiently large number of beauticians, shops, and schools to care for the demand. The future will tell. Not all persons obtaining licenses use them, for one, or a number of many reasons. Some persons holding licenses fail to practice; some marry; others move out of the State. Those who do practice, and care to continue to be eligible to practice, must renew their licenses annually.

Licenses Renewed Annually

It is interesting to note that the number of licenses renewed in 1939 is greater by more than four thousand than the number renewed in 1938. This can be explained by the fact that each year the number of new licenses issued increases the number of licenses to be renewed. The number of licenses to be renewed accumulates over a period of years. Apprentice permits and student permits are not renewed annually.

Total Number of Eligibles

When the sum of the number of licenses renewed in any one year plus the number of new licenses issued for the same year is determined, the total number of eligibles to practice beauty culture for that year is found. Comparing the eligibles of 1938 with those of 1939, it is found that there were thirty-six hundred more in 1939 than in 1938. There was a slight decrease in 1939 in the number of beauty schools, and a decrease in the number of students enrolled in beauty schools.

Attention should be called to the small number of persons learning the beauty culture trade through the apprenticeship method. Young men and women attend schools of beauty culture rather than learn the trade in beauty shops.

Conclusion

The number of persons employed in the vocation of beauty culture during the year 1939 increased considerably over the number employed in 1938. Whether this increase will continue in years to come is unpredictable.

The number of schools and students was not as large in 1939 as in 1938. This decrease, if it continues, will undoubtedly reduce the number of eligibles in years to come.

Independence Hall Old State House Yard

(Continued from page 1)

for inconvenience and loss. The Assembly became conscious of this need as early as 1737. The wings are two two-story buildings connected with the main building by open arcades.

In February, 1750, the Assembly ordered that "a building should be erected on the south side of the State House to contain a staircase with suitable place for having a bell." This was the tower topped with a wooden steeple, the place provided for the Liberty Bell.

The most important event associated with the State House was the Signing of the Declaration of Independence, July 4, 1776, and the tolling of the bell proclaiming it to all people, July 8, 1776. This changed the name of the State House to Independence Hall and gave birth to a nation. The Pennsylvania Signers to that immortal document were: Benjamin Franklin, Robert Morris, Benjamin Rush, George Ross, John Morton, George Clymer, James Smith, George Taylor, and James Wilson, the largest number from any of the thirteen colonies.

Many other memorable events have taken place at Independence Hall. The gentlemen of Philadelphia gave a dinner in the great Banqueting Hall to the Members of the First Continental Congress, 1774. The Second Continental Congress met on May 10, 1775, in the east room, now the Declaration Chamber. Here, on June 16, 1775, George Washington accepted his appointment as General of the Continental Army. In this same room the Declaration was enacted in the following year.

The convention to form a new constitution for Pennsylvania met in the Supreme Court Chamber, July 15, 1776.

On July 9, 1778, the Articles of Confederation and Perpetual Union between the States were signed in the Declaration Chamber by the delegates of eight States.

The Federal Convention to frame a Constitution for the United States of America met in the same room from May 25 to September 17, 1787. The Pennsylvania delegates made up a brilliant group, including: Benjamin Franklin, Thomas Mifflin, Robert Morris, Thomas FitzSimons, George Clymer, Jared Ingersoll, Gouverneur Morris, and James Wilson. The original draft of the Constitution is in The Historical Society of Pennsylvania, Philadelphia.

The two accompanying buildings are said to have been part of the original plan for State House Row designed by Andrew Hamilton. The Philadelphia County Building was finished in 1789, and renamed Congress Hall because the Congress of the United States occupied it from 1790 to 1800. Similarly, the Philadelphia City Hall, finished about the same time, was renamed the Supreme Court Building. From 1790 to 1800 it accommodated the Federal Supreme, Circuit, and District Courts, and the State Supreme Court.

(Continued on page 32, column 1)

State Library and Museum

ALFRED D. KEATOR
Director State Library and
Museum

PENNSYLVANIA STATE LIBRARY Archives Division

Among the papers which were located by the members of the Archives staff, as they have proceeded with their work of cataloging hitherto scattered documents, is a very interesting petition to Governor William Denny from the inhabitants of "Lebanon Town."

This petition was printed in the First Series of the *Pennsylvania Archives* when Samuel Hazard prepared that important publication in 1853, but the original had long since vanished from sight. It was not until this interesting discovery was made last month that any one knew what had happened to it. Close examination of the document revealed that the typesetters of the 1850's were apparently unfamiliar with German script. After setting up all the names signed in English, they dismissed the rest with a mere "and others."

If this discovery is confirmed by a comparison with other documents, it may bring to light a number of important names which have hitherto been consigned to obscurity. One of the names thus omitted was that of John Casper Stever, or Stover, famed Pennsylvania German preacher of the 18th century.

The petition itself is extremely interesting, being a request by the people of "Lebanon Town" for permission to hold a lottery "to Erect and Maintain a Charity School, in the Town aforesaid, for the Term of Seven Years." The text of the petition follows:

May it please your Honour,

We your Hon^{rs} most Humble and most Obedient Servants whose Names are hereunto Subscribed Inhabiting that part of the Province of Pennsylvania Known by the Name of Quittopahella, Wherein a Town, under the Name of Lebanon Town, is laid out, and a Considerable Number of Houses already Built, and a great Number of Lotts taken up, which by Contract must be Built this Year. And in Reality, this Remote part of the Province (which is now almost become the Frontier, has a fine prospect of being, in a short Time as Populous as almost any in it, Have thought it Good & Advisable, for the Benefit of the People already settled therein, and Encouragement of others to come and settle there) to Calculate some Scheme for the Introducing of Literature amongst us, And the bringing up of our Youth, in the Fear, Love, and Knowledge of God, and of his Son Jesus Christ, in both the English, and German Languages.

For the which Laudable End and Purpose, we have for some Time past, fixt on a Master every way Qualified for our Design, And have been so Happy, as to prevail with Him to settle amongst us, And besides Instructing our Youth, is Willing to do Service for us in our three Churches, viz, the Church of England, the German Lutheran, and Presbyterian Churches,—on Sabbath Days and other suitable Days, in Absence of our Clergymen who have so many Congregations to Attend, that they can but seldom come amongst us, which good Opportunity will be of Great Comfort to the Aged, and a great Assistance to the bringing up of our Youth, good Christians and Loyal Subjects. But as most beginnings are Hard, So it happens that we have many poor Families settled in the Town & Neighbourhood, Willing and Desirous to have their Children Taught, but unable to Pay their part towards supporting a Master, and the whole Expence of Building and Support would fall too Heavy upon us, your Humble Petitioners.

Thus, in order not to be (if Possible) without the Blessings, Comforts, and Benefits aforementioned, Have fell (as we Humbly hope) on an Innocent Scheme, to Erect an Maintain

a Charity School, in the Town aforesaid, for the Term of Seven Years. And we doubt not but by the Time they are Expir'd it will please God to Enable us to Maintain a Master.

We have therfore Calculated, or Schem'd a Lottery. And with profound Submission to your Honour, take this Opportunity & Method, to Beg & Intreat your Hon^{rs} Assistance in this Affair. Not doubting you will of your wonted Goodness and Generosity Consider our Circumstances, and Afford us such a Portion of your Favour and Patronage, as will be Necessary for bringing our Innocent, Laudable (And in these Dangerous Times Necessary) Scheme to Maturity. And We (and Many Hundred more) shall as in Duty Bound ever pray.

John Casper Stever lutherian minister,

Anastasius üler, r,
henrich klari.
Jacob Licht
George Reynolds
James Clark
John Clarke
Konrad Braun

William Hide
Karl Scholly
George Stits
Michael Brown
John Reynolds
James McNees (?)

May it please your Honour

We your Hon^{rs} most Humble Petitioners within written do most Humbly Supplicate your Hon^r. in Case our most humble Request cannot be Granted, that it would please you to be so kind as to Recommend our Infant settlement and Numerous Youth to the Honble the Trustees General for the Newly Establish'd Society in London for propagating the Knowledge of God & Jesus Christ among the Poor German Emigrants and their Dependants in Pennsylvania, as fit objects for the Societies most Noble Charity and a Suitable, Ready, and willing place for Receiving said Benefit and answering said Illustrious Societies Benevolent Scheme.

THE SURVEY OF PENNSYLVANIA'S PUBLIC RECORDS

The individual who examines the archives of the State, counties, and municipalities of Pennsylvania must be deeply impressed by the vast number of records which have been preserved in spite of fire, war, and other ravages. Equally apparent is the unfortunate state of preservation in many instances and the lack of any systematic organization of these records. One is amazed that Pennsylvanians, notably loyal to their State and proud of her long and glorious history, should have permitted so many of their documents to moulder in towers, attics, basements, and unkempt vaults. The unpleasant truth is that they have.

The archives of Pennsylvania, created by governmental officials in the discharge of their duties, are of primary use as administrative and business records essential to the conduct of public office. As the years go by these records become progressively less important to the creator or recorder of them. Yet, during this same period, their significance as historical records is steadily enhanced until their value can no longer be measured by ordinary monetary standards. The existing body of current and non-current archives constitutes the very core of all data on the record of human achievement. It contributes to all fields of knowledge and makes possible the writ-

State Library and Museum—Concluded

ing of hundreds upon hundreds of books for the use of scholars, teachers, students, and citizens. Public archives are the repository of the daily record of Pennsylvania's progress and as such they are capable of broadening the general education, awakening the historical consciousness, and enriching the cultural heritage of State and Nation alike. Without an analysis of them, the study and administration of government may be likened to the search for truth in the realm of chance, ignorance, and doubt.

But why preserve public records whose potential value is great if they are not used? This question so often pondered and less frequently asked, furnishes the key to the work undertaken by the Historical Records Survey. For the survey though the scope of its tasks is extremely broad, has as its primary endeavor the preparation of guides to facilitate the use of these archival materials. The guides are intended to meet the requirements of day-to-day administration by the officials of the county, and also the needs of lawyers, business men, and other citizens who require facts from the public records for the proper conduct of their affairs.

Up to the present time we have confined ourselves largely to the task of inventorying the records of each of the sixty-seven counties in Pennsylvania. The survey of the records of a county courthouse is made by relief workers residing in that county. This makes it possible for us to entrust the work to local citizens who are thoroughly familiar with the history and government of their county. Their initial task is that of organizing the vast mass of records that have been permitted to accumulate in attics, basements and storerooms without any systematic arrangement. Only when these records have been sorted and made readily accessible can our workers begin to inventory them. Each worker has before him a manual of instructions and a supply of printed forms for noting titles of records, the dates covered, a general description of contents, information as to the arrangement and indexing of records, their size, condition, locations, and the conditions under which they are housed. The forms filled in by the workers are sent to the State Editorial Office where they are checked for completeness and accuracy. These are returned for additional information when necessary. After all the forms for a county have been submitted, the forms are condensed into what we call entries, and these are arranged under the proper county office or agency by our editors. The entries are numbered, and a comprehensive index which is a part of each inventory, permits the user to arrive at the entry in which he is interested even if he has only a vague idea of the title of the record which he wishes to see.

Yet a county inventory amounts to a great deal more than this. It includes a brief but carefully prepared sketch of the county's history and an essay on its governmental organization and records system. This latter essay is accompanied by charts which illustrate graphically the evolution of county government. Another essay follows in which the situation in regard to the housing, care, and accessibility of the records is reviewed and recommendations are made for the improvement of the situation if that is desirable.

The offices are arranged in logical sequence with the legislative, administrative, and chief executive agencies first, followed by the recording and judicial offices, the offices which handle taxation and finance, and the service agencies, such as those relating to public health and the public welfare. A detailed essay describing the evolution, structural organization, functions, and records requirements of each office precedes the listing of the records. These essays are tending to become digests of much of the most important materials in the records themselves. No statement is made without careful documentation.

Our legal research staff has just completed a program which has given us page by page coverage of the constitutions and charters of Pennsylvania, the acts of the Legislature, judicial decisions, and important opinions of Attorney Generals. This material is utilized by our writers in the development of their essays. The completed inventory is thoroughly edited by the State staff. To insure uniformity with similar volumes being prepared in other states, the manuscript is sent to Washington for the approval of the National Office before its publication.

It is our hope that the information contained in these inventories will arouse greater interest in State and local historical records, and that it will encourage officials to continue to improve the methods for the preservation and safekeeping of these records.

THE PENNSYLVANIA STATE MUSEUM

About 1851, a four-year-old youngster, dressed in gay red knickers and gold embroidered coat, played the drum as one of the chief attractions in Barnes Museum, New York City. When the Civil War began this same lad, Allie Turner, joined the Federal Army and became one of the youngest drummers to enlist. He served under General Grant.

Sometime after the close of the war Allie and his father were journeying through York, Pennsylvania, and stopped at the R. R. Hotel operated by Daniel Alexander King. When they left they gave King the drum to pay their lodging and board bill.

A few weeks ago this drum was donated to the State Museum by Charles Edward King and Mrs. Fannie Starr King of Harrisburg, to be shown with the ever-growing number of exhibits. The donors of the drum are particularly anxious to know of which branch of the Turner family Allie is a member, and are hopeful that they will soon obtain this information, which is of historic interest. The drum is one of many articles brought to the Museum which have stories of human interest.

The recent movie "Swanee River," has aroused a special interest in Stephen Foster. In the Manuscript Room of the Museum are the original words of Swanee River and Old Black Joe. Also the words and musical score of "Open Thy Lattice Door," which was his first song, and dedicated to Susan Pentland. There are pictures of his birthplace, his mother, and many others depicting interesting stories in his life. The Museum also has a set of recordings of Stephen Foster's songs.

What is true of Stephen Foster is also true of several other song writers, including Ethelbert Nevin, George Nevin, Charles Wakefield Cadman, and Will George Butler.

The manuscripts of writers include Mark Sullivan, Margaret Deland, Elsie Singmaster, Henry Van Dyke, Mary Roberts Rinehart, Ida Tarbell, Grace Livingston Hill, and many other writers, all natives of Pennsylvania.

Dental Hygiene Models

Of interest to public schools which give instruction in dental hygiene is a new set of naturalistic models produced by the Pennsylvania Museum Extension Project. One model is that of the lower jaw of a six-year-old child. This shows second growth of teeth pushing up against the first set. Another model, seven inches high, is of a molar in four fitted sections. The pieces include a whole cross-section showing nerves and artery, cross-section of enamel, cross-section of pulp and dentine, cross-section of cementum. Packed for shipment, the models weigh fourteen pounds. Information about them may be secured from the Project, 46 N. Cameron, Harrisburg.

Pennsylvania in History

THE LIBERTY BELL

While the tower of Independence Hall topped with a wooden steeple was being built in 1732, Isaac Norris, Thomas Leech, and Edward Warner, the Superintendents of the State House, were authorized by the Assembly, on October 16, 1751, to "provide a bell of such Weight and Dimensions as they shall think suitable." It is worth noting that Benjamin Franklin was a member of the Assembly which passed this resolution.

Isaac Norris was speaker of the Assembly, and was therefore the leading member of the committee to obtain the bell. In a letter of November 1, 1751, signed by all three members he applied to Robert Charles, the Colonial Agent of the Province in London, "to get us a good bell, of about two thousand pounds weight." The bell should "be cast by the best workmen, and examined carefully before it is shipped, with the following words, well shapen in large letters around it, viz.:

'By order of the Assembly of the Province of Philadelphia for the State House in the City of Philadelphia. 1752.' And underneath:

'Proclaim Liberty through all the land to all the inhabitants thereof.' Levit., xxv. 10."

The bell was cast by Thomas Lister, of Whitechapel, London. It arrived in Philadelphia toward the end of August, 1752, and was immediately hung on trusses in the State House yard (Independence Square) to try its sound before raising it to the tower.

After a short time it was cracked "by a stroke of the clapper without any other violence, as it was hung up to try the sound." Isaac Norris, in his letter of March 10, 1753, continues: "We concluded to send it back by Capt. Budden, but he could not take it on board, upon which two ingenious workmen undertook to cast it here, and I am just now informed they have this day opened the mould, and have got a good bell, which I confess pleases me very much that we should first venture upon and succeed in the greatest bell cast, for aught I know, in English America. The mould was finished in a very masterly manner and the letters, I am told, are better than in the old one. When we broke up the metal, our judges here generally agreed it was too high and brittle, and cast several little bells out of it to try the sound and strength, and fixed upon a mixture of an ounce and a half of copper to one pound of the old bell, and in this proportion we now have it."

Unfortunately for the "two ingenious workmen," who were John Pass, a native of Malta, and Charles Stow, Jr., this first recasting was unsuccessful. Norris wrote on April 14: "They made the mould in a masterly manner and ran the metal well, but upon trial it seems they have added too much copper in the present bell which is now hung up in its place, but they were so tied with the witticisms of the town, that they had a new mould made in great forwardness before Mesnard's arrival, and will be very soon ready to make a second essay—if this should fail, we will embrace Lister's offer and send the unfortunate bell again to him by the first opportunity."

The second attempt was more satisfactory, and the general opinion was favorable toward it, though Norris did not like it. He therefore asked that Lister cast another bell, saying that the other bell would be returned in exchange when the new one arrived. This second bell arrived in 1754, but the Assembly decided to keep both of them. The new bell was used in connection with the clock, in striking the hours; it was installed lower in the tower.

The Liberty Bell "was raised and fixed in the State House steeple" in May, 1753. Its dimensions are larger than many people realize. It is twelve feet in circumference around the lip, and seven feet six inches around the crown. It weighs two thousand eighty pounds.

The inscription varies slightly from what was ordered **THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS HEREOF.—LEV. XXV. 10.**" are a fuller version of the Biblical quotation and are placed above, not beneath, the rest of the inscription:

**"BY ORDER OF THE ASSEMBLY OF THE PROVINCE
OF PENNSYLVANIA FOR THE STATE HOUSE IN
PHILADA.
PASS AND STOW
PHILADA.
MDCCLIII**

Pass and Stow had substituted their names, and the new place and date, for that used in the original casting.

The reason for the selection of the meaningful inscription on the Bell is not difficult to guess, when the rest of the verse from Leviticus is examined: "And ye shall hallow the fiftieth year and proclaim liberty throughout all the land unto all the inhabitants thereof; it shall be a jubilee unto you, and ye shall return every man unto his possessions and ye shall return every man unto his family." It was an allusion to the jubilee of the ancient Hebrews. The inscription must have been suggested to Isaac Norris by the circumstance that 1751, the year when it was designed, was the fiftieth year since the Great Charter granted by William Penn in 1701.

The bell was first rung officially to call the Assembly together on August 27, 1753, and thereafter rang to announce the sessions of the Assembly. It convened the Assembly which sent Benjamin Franklin to England to ask for a redress of grievances. It convened Assemblies considering action regarding the Stamp Act. On October 31, 1765, when the Stamp Act went into operation, it was "muffled and tolled," and "the people mourned the death of liberty. It rang on May 21, 1766, to celebrate the repeal of the Stamp Act. It called free men together to give instructions to their representatives, and to pass resolutions that the claims of Parliament to tax the colonies were unjust. When the tea ship intended for Philadelphia arrived, it summoned a huge crowd on December 27, 1773, and trouble was avoided only by persuading the captain to sail away.

May 20, 1776, the Bell called together a huge town meeting in the adjoining square. Resolutions were passed declaring the Provincial government incompetent, and calling for the election of a new Assembly by the people. It rang to mark the official announcement of the Declaration of Independence on July 8, 1776, the occasion which revealed the full meaning of its inscription. It rang to call together the convention to make a new constitution for Pennsylvania, July 15, 1776.

When the British army approached Philadelphia in the middle of September, 1777, it became necessary to move the Liberty Bell and the other bells of the city to some safer place, lest they be melted down for the uses of war. Accordingly, the Supreme Executive Council of Pennsylvania on September 14, 1777, "Ordered, that Colonel Flower employ James Worrell, Francis Allison and Mr. Evans, Carpenters, or such other workmen as he may think proper to employ, to take down the Bells of all the public Buildings in this City and convey them to a place of safety."

The bells were taken down and carried by wagon to Allentown. We are told by a contemporary observer that "the wagon in which was loaded the State House bell, broke down in the street and had to be unloaded." Tradition says that "John Jacob Mickley hauled the bell to Bethlehem where the wagon broke down, when it was transferred to Frederick Leaser's wagon, who brought it on to Allentown." The Liberty Bell and the other bells from Philadelphia were hidden under the floor of the Zion Reformed Church.

Pennsylvania in History—Continued

The British left Philadelphia on June 18, 1778, but the bells were probably not brought back until September or October of that year. The steeple of the tower was by this time in a decayed and tottering condition, so that the Bell was probably not hung in its original place, but instead in the brick tower at the base.

It continued to announce events of national importance for many years. It rang to announce the surrender of Cornwallis, the proclamation of peace in 1783, the gathering of the Constitutional Convention in 1787, and the meeting of the Congress of the United States in December, 1790, when Congress began its sessions in Philadelphia. It tolled for the death of Washington in December, 1799. And so it continued, ringing for events of national and local importance, until on July 8, 1835, it cracked while being tolled in memory of Chief Justice Marshall, who died at this time.

It no longer hangs in the tower, but it is placed on a suitable platform in the vestibule of Independence Hall, the room at base of the tower. The old Bell has seen many changes, has made many trips to various fairs during the years since it proclaimed liberty. It is now the most prized relic in the proud old building, the symbol of liberty cherished by all Americans.

OTHER LIBERTY BELLS

Other bells throughout Pennsylvania proclaimed liberty in unison with the bell in the steeple of the old State House, now Independence Hall. In Philadelphia the chimes of Christ Church and the bells of St. Peter's Church added to the summons. Like the Liberty Bell, these bells were taken down and carried to Allentown for safety when the English approached Philadelphia in September, 1777. At Christ Church the bells are dated respectively 1702 and 1711, and were transferred to St. Peter's Church in 1760 where they rang on the occasion of the Declaration of Independence. The chimes of Christ Church were brought to Philadelphia in 1754. The largest is about the size of the Liberty Bell.

The bell which echoed the message of liberty at Easton was cast on July 29, 1768, by Mattias Tommerup at Bethlehem and weighed 236 pounds. It was hung in the steeple of the old Northampton County court house on August 9, 1768, was transferred to the new court house on November 3, 1861, and is still in use.

In Allentown the bell in the stone church of the Zion Reformed Congregation was rung. This bell was cast in 1769 by Mattias Tommerup for members of that Congregation. Later it was used as a school bell and is now in private hands. The Zion Reformed Church was the place of concealment of the original Liberty Bell and the other Philadelphia bells.

The Berks County liberty bell was cast for the Reading court house in 1763 by Thomas Bailey. After the old court house was demolished in 1841, it was used as a church bell and finally has passed into the possession of the Berks County Historical Society.

There were many bells in Lancaster to ring out the news of independence. The bell of the Trinity Lutheran Church is the only one that has survived. This bell and the one of the First Reformed Church were obtained from the Ephrata Community early in 1746 and were used as official bells as they hung in towers close by the court house. The Trinity Lutheran bell was cast originally for an officer of the Ephrata Society in 1745 in England. Rejected by the Society as contrary to their doctrine, it was sold to the Trinity Church.

In Lebanon two bells were rung. But one of these survives, that of the Lutheran Church. This is a beautiful bell weighing

about 1,000 pounds, and was made in London in 1770 "For the Lutheran congregation in Lebanon town, Lancaster County, in the Province of Pennsylvania."

In York the bell of St. John's Church was rung. This bell is said to have been given by the Queen of England to St. John's Episcopal Church through the venerable Society for the Propagation of the Gospel in 1774. The church had no belfry when it arrived in York and it was not hung until 1776 when news of the Declaration reached York. The citizens hoisted it to the cupola of the court house, so that its first ringing was to proclaim independence.

The Chester court house bell was cast in London and shipped to Pennsylvania in 1724, twenty-eight years before the Liberty Bell.

CHIEF CORNPLANTER OR KI-ON-TWOG-KY

The relationship of the whites to the Indians all too frequently has been a record of duplicity, bloodshed, and massacre throughout American history. Pennsylvania has provided more than one outstanding exception. The pioneer Swedish and Finnish settlers on the Delaware were instructed to deal fairly and honestly with their Indian neighbors and thus established the foundations of a Pennsylvania tradition. Too well known to need comment are the contributions of the Quaker Founder, William Penn, to the furtherance of this practice. The last chapter in the history of Pennsylvania Indian policy was written many decades later, and while it is not wholly without another side, it is still a story of an attempt to preserve peace and friendship in the relations of white men and red men. It is written in the life of Chief Cornplanter, variously known as Ki-on-twog-ky, John Abeel, John O'Bail and Gaianwaka.

This famous and picturesque Indian leader so intimately associated with Pennsylvania history was born somewhere between 1732 and 1740, distinguished authorities still argue the date, at Conewaugus on the Genesee River in New York. He was the half-breed son of an Indian trader, John Abeel, and a Seneca woman of the better class. Abeel himself was the son of a prominent family of Dutch extraction which produced many prominent leaders. His ancestors included a member of the New York Assembly and one one-time mayor of Albany. There was every reason, therefore, why Indian John Abeel would establish himself as a leader among his people.

The position which Cornplanter came to occupy among the Iroquois in general, and the Senecas in particular, was one which came to him as a result of sheer ability, and strength of character. He was not by descent a chief or leading man of the tribe. He was a prominent leader of the unofficial class and won the right to represent the Six Nations even in treaty negotiations. He was accustomed, as a result, to move among his people on a plane of perfect equality with those who, under other circumstances, would have been considered his superiors, and who were that in terms of tribal connections and customs.

Cornplanter, evidently so-called because of his devotion to persuading his people to develop the arts of peaceful agriculture, did not appear always upon the stage of history as a friend of the Americans. According to several accounts and his own assertions, he was a leader in the defeat of Braddock near Fort Duquesne in 1755. At that stage of his career, he was a fiery and very youthful brave bent upon distinguishing himself in battle. During the American Revolution, his attitude toward the Americans was no more pa-

Pennsylvania in History—Concluded

cific. In the course of bloody raids upon the Pennsylvania frontier, it was Cornplanter who frequently assumed the lead, according to a majority of historical accounts. In a letter to the Governor of the Commonwealth many years later, he denied any evil intent, writing, "I myself was opposed to joining in the conflict, as I had nothing to do with the difficulties that existed between the two parties." The delinquency of the Indians he attributed to the fact that "Great Britain requested us to join with them in the conflict against the Americans and promised the Indians land and liquor."

Whatever the shortcomings of Cornplanter during the years of the Revolution, there can be no questioning of his assistance in settling the complicated Indian relations of the new Republic. Once the struggle with Britain was concluded, hardy pioneers began to push to the west and establish a new frontier.

Especially attractive were the rich lands of the Genesee country in New York and the contiguous sections of northwestern Pennsylvania, where large land companies early laid out schemes for settlement. These had been the prized hunting grounds of the Six Nations and their sylvan home for generation upon generation. The once powerful confederacy had yet to feel any weakening of its powers and its chieftains were inclined to view themselves as still lords of the wilderness.

Although the actual power of the Iroquois to resist white encroachments was very limited, potentially, in view of the growing signs of bitterness upon the part of their brethren in the Ohio country, the followers of Cornplanter and Red Jacket were in a position to determine the fate of the western frontier. Their alliance with the western Indians might have altered greatly the early history of the West, and delayed immeasurably the development of southern New York and northern Pennsylvania. The lives of thousands of hardy pioneers hinged upon the successful settlement of the Indian problem. It was a major domestic concern of the critical years following the American Revolution.

History records that probably the outstanding statesman in meeting this issue was not a white man but Cornplanter, chief of the Senecas. For the pertinacity with which he sought, in the face of bitter opposition from powerful leaders of his own people to secure a peaceful adjustment of the inevitable conflict between the aboriginal holders of the rich lands of the new west and the aggressive pioneering instinct of a new nation, Cornplanter deserves this designation. Statesmen are those who rise above the hatreds and animosities of the moment and project their minds into the future, seeking an ultimate solution to problems. Cornplanter belongs definitely within this select group. Less farsighted leaders sought to lead his people into a policy of senseless and stubborn opposition which could have had but one ending—the annihilation of the Iroquois. The mind of Cornplanter foresaw this result and visioned another solution—peaceful bargaining in an effort to preserve his people and for them a small portion of the lands over which they once had possessed complete dominion. Such a policy was not an easy one to adopt, for the whites were grasping and unappreciative and the authorities at Washington were not always able to see that the solemn provisions of treaties were observed in their entirety. It was a policy of subservience and pursued at a terrible cost in pride and self-respect, but it was the only policy which could preserve the remnants of the Six Nations from complete extinction.

Thus it is that the history of Indian relations during the years from 1784 to the turn of the century is filled with the record of the influence of Chief Cornplanter, son of a white trader and a high-born Seneca woman. It was the hand of

this powerful war chief of the Senecas, now using the arts of peace, which was so much in evidence in manipulating behind the scenes the treaties of Fort Stanwix in 1784 and Fort Harmar in 1789, providing settlement of land problems and Indian relations.

During the years from 1790 to 1791, Cornplanter earned the everlasting gratitude of Pennsylvanians through his heroic effort in checking the development of an eastern Indian confederacy in alliance with Ohio brethren. In 1790, the Cornplanter visited Philadelphia to protest against white inroads upon the Iroquois lands. Washington he characterized as "town destroyer," recalling the disastrous effects of the Sullivan expedition upon his people. His people, declared Cornplanter, "continually ask, where is the land which our children, and their children after them, are to lie down upon?" At the same time the Supreme Executive Council of Pennsylvania and Governor Mifflin received the Seneca chief, and assurances of protection were forthcoming.

The following year, Cornplanter acted as agent of the United States in endeavoring to cultivate peace and friendship with the western Indians. Conferences on the Ohio and at Painted Post in New York failed to produce the peace desired by Washington throughout the Indian country. Only the devastating campaign of Pennsylvania's "Mad Anthony" Wayne was able to convince the western Indians of the folly of resistance to the white man's advance. Cornplanter's efforts, however, were successful in keeping the Iroquois from joining the allied tribes.

While engaged in these efforts, Cornplanter still found time to endeavor to advance the cause of peace and education at home. In 1791 he established contact with the Society of Friends and asked for a Seneca mission. "We wish our children to be taught the same principles by which your fathers were guided. Brothers! We have too little wisdom among us, and we cannot teach our children what we see their situation requires them to know. We wish them to be taught to read and write, and such other things as you teach your children, especially the love of peace." These were words of wisdom indeed.

At Buffalo Creek in June, 1794, and at Canandaigua the same October and November, the Federal government held its last councils with the Six Nations as a confederated power. Provision was made for the further distribution of lands and the path of civilization smoothed for the eastern frontier. Again, it was the calm advice of Cornplanter which triumphed over that of less cautious leaders. It was in 1796, in grateful recognition of his many services to peace and friendship, that the Pennsylvania Assembly under date of March 16 granted perpetually to the Indian statesman a section of land on the upper Allegheny in what is today Warren County. The grant was officially designated as "Planter's Field" and Cornplanter's town was "Jennesadaga."

In 1802, Cornplanter visited Thomas Jefferson at Monticello. As an advocate of the practice of the arts of agriculture and the promotion of education and temperance among his Indian followers, he had won the attention of this great humanitarian, now President. Jefferson extolled his work and urged him: "Persuade our Red Men to be sober and to cultivate their lands; and their women to spin and weave for their families." This, in fact, had become by this time the life mission of the once powerful war chief of the Senecas.

Cornplanter's devotion to his new allegiance was never more fully exemplified than in his march to Franklin, Pennsylvania, in 1812, with two hundred warriors whom he sought to enlist

(Continued on page 30, column 2)

School Employes' Retirement Board

H. H. BAISCH
Secretary of School Employes'
Retirement System

Fayette County Retired Teachers' Association

Shortly after assuming my duties as County Superintendent of Schools of Fayette County, Miss Clara Smith, one of my teachers many years ago, came into the office to see me and to extend an invitation to all of us in the County Office to attend the annual picnic of the Fayette County Retired Teachers' Association. I was so glad to see her because she was a favorite teacher of mine, and I had not seen her for many years. I wanted to know all about the Retired Teachers' Association. Miss Smith was always a most interesting teacher. When she came into the office, she smiled and said, "Now you shall hear all about our fine group." Then she told how the retired teachers of Fayette County had organized.

She said, "The retired teachers have been organized in Fayette County for several years. The first meeting was held at the house of C. H. Cuppett in Washington Township who was for many years Supervising Principal of Washington Township. Last year (1937) at the call of A. J. Gans, veteran teacher from Point Marion, the group met at the Curfew Grange Hall in Franklin Township, August 25th. Here the following Constitution was approved:

The organization is to be known as the Fayette County Association of Retired School Employes.

Purpose: A common fellowship that will enable us to enjoy life more fully and to be of greater use to humanity. Membership: All retired school employes of Fayette County shall be eligible for membership in this organization.

Officers: President, Vice-President, Secretary-Treasurer, and Reporter.

The Secretary of the School Employes' Retirement Board was present and addressed the teachers. He assured them that the Retirement Fund was on a sound basis, and said they could expect their checks regularly.

James G. Robinson, Superintendent of Fayette County Schools, gave an excellent talk.

A. J. Gans was elected President, Charles H. Cuppett, Vice President, Layola Hague, Secretary and Treasurer, and Mrs. Eleanor Ashcroft, Reporter.

A delicious chicken dinner was served by the ladies of Curfew Grange.

The picnic of August 25, 1938, was all that Miss Smith said it would be; a wonderful day of reunion for those retired. Representatives of the Retirement Board were present. The Secretary extended the greetings of the Board and gave the teachers such a complete explanation of the work and the plan of the School Employes' Retirement Board that all teachers present felt secure in old age with such an institution underwriting their last years.

At this meeting, Cornelius J. Walters of Philadelphia, President of Pennsylvania Retired Teachers' Association was present. He stated that there is a friendly feeling among teachers that should not be broken by retirement.

At present C. H. Cuppett is President, R. K. Smith, Vice President, Eleanor Ashcroft, Reporter, and these officers, with Clara Smith and Layola Hague, form the executive committee. With such active teachers as these the Association will remain strong.

The happy attitude of these Fayette County retired teachers is amazing. All too frequently age brings trouble, pain, and a lack of interest in life, but not so with these teachers. The reason for this is two-fold. First, the intangible reward gathered from a life of service in teaching children, and then, the feeling of security given by membership in one of the world's strongest retirement systems.

Such a cheerful, hopeful attitude in old age, gives strength to those younger teachers when storms and difficulties strike. These aged teachers are the strong oaks under whose branches younger trees flourish with an undying hope in the future. This thought seems to prevail among them.

"Let me grow lovely, growing old,
So many fine things to do.
Laces, and ivory, silver and gold
Need not be new.

"And there is healing in old trees,
Old streets a glamour hold.
Why may not I as well as these
Grow lovely, growing old?"

Reduction of Illiteracy

For many years the problem of reducing illiteracy in the United States has been clearly recognized. During the past two decades, the total illiteracy of Pennsylvania has been greatly diminished because of the State program of free public instruction in literacy and citizenship education.

Attacked from two points of vantage, educational pressure and death, the illiteracy of the United States has been virtually halved since 1930. In 1930, 4.3% of our total population, or 4¼ million people 10 years of age and over, could not read, or write in any language. By 1934, this figure had been reduced to 3,675,000, and it is expected that in 1940 it will have become approximately 2,500,000.

We Americans are wont to boast of the educational opportunities which this nation has developed. Many school officials have contributed much to the solution of our illiteracy problems. Others have either ignored or studiously avoided this aspect of their responsibility.

With the 1940 Federal Census already completed, it seems timely to direct the attention of Pennsylvania school officials and teachers to the fact that America's rating of 95.7% literacy is not particularly commendable when compared with the illiteracy status of European nations. If we agree that a functioning literacy in English is the prime requirement for intelligent assumption of civic responsibility in our democratic social order, there will be food for thought in a comparative consideration of the illiteracy of certain nations of the Old World. As against our last literacy rating of 95.7%—

1. Denmark, Norway, Sweden, England, and Scotland stand at 99% plus.
2. Switzerland and the Netherlands stand at 99.5% plus.
3. Germany stands at 99%.
4. Ireland stands at 98%.
5. France, Belgium, and Czechoslovakia stand at 90% plus.
6. Soviet Russia, 90% illiterate only forty years ago, is now 90% literate.
7. Even of the Asiatic nations, Japan is more than 90% literate.

That Reminds Me—

IT OCCURS TO ME . . .

Biology teachers—can greatly stimulate the interest of students by supplementing the preserved and living specimens of the laboratory with information regarding unique specimens of plant and animal life.

For instance, the *Megascolides australis* is the biggest earth-worm known. Native to Australia, it attains a length of twelve feet, is normally close to an inch thick, and lays eggs much larger than brownie marbles.

Teachers of Zoology and Biology—would be surprised to hear of the discovery of a live dinosaur, and would report such a find to their classes immediately. A fish, the Coelacanth, has been brought up in the fishing net of a trawler, off the South African coast. This fish was steel-blue; five feet long; and weighed 127 pounds. The interesting thing about this catch is that the Coelacanths have been assumed to have been extinct for 50,000,000 years. Officials of the British Museum in London declared the discovery is "one of the most amazing events in the realm of Natural History in the 20th Century." The Coelacanths seem to have swarmed the seas over 200,000,000 years ago. From the fossil imprints of their bodies, scientists know that they had crude gills; strong, leg-like fins; and two tails, a smaller one projecting beyond a larger.

Evidently the Coelacanth is now a habitat of the deep sea, so deep, in fact, that a live specimen is not known ever to have been caught. One of the interesting things about this specimen is that during the past 200,000,000 years, the Coelacanths apparently have not altered in any respect, although the contemporary dinosaurs have long since become extinct, and both the plant and animal life of that day have undergone such radical evolutionary changes that the original strains are no longer recognizable.

Teachers of the Physical and Biological Sciences—should include in their survey of scientific guide posts the new electronic microscope developed by the Radio Corporation of America, which can magnify objects as much as 1,000,000 times.

The demonstration of this microscope by Dr. V. K. Zworykin, of the R. C. A., threw magnified reflections on a viewing screen in which molecules were darting about, germs could be seen digesting their food, tiny bacteria appeared as large as one's hand, and the infinitesimal atom was shown as a visible speck of light.

Teachers of Physics and General Science—should not overlook the most recent application of centrifugal force to the problem of analyzing fluid substances. At a recent meeting of the American Philosophical Society, Professor J. W. Beams, physicist of the University of Virginia, reported that he had perfected a new machine, which he termed the Ultra-centrifuge, in which he uses centrifugal force to separate different types of living-matter molecules, which are the basic units of life, in accordance with their relative molecular weights.

The new Ultra-centrifuge is merely an application of the principle of the old cream-separator, with which farmers are intimately acquainted. Its secret lies in the incredible speed of revolution which it can attain. It is claimed that it can whirl substances so rapidly that the centrifugal force becomes a million times greater than the force of gravity.

The most promising aspect of this new development lies in the separation of molecules in solutions of living substances, by means of which antibodies (serums), disease-fighting substances developed in the blood stream to combat bacteria, can be separated, weighed, and purified, providing more potent serums for combating bacterial ills, such as infantile paralysis and the common cold, which have yet to be conquered by the less pure serums now available.

Teachers of Social Sciences and Geography—should not overlook Iceland which, irrespective of its isolation has rewards in terms of the simple life removed from the friction and strife of other nations, as shown by the facts: That it has no army, no navy, no fortifications, and has had no serious crime for forty years; that in its frugal life, depending largely on fishing and farming, it has no unemployment, a balanced budget, and occasionally a surplus; and that with a population of 120,000, it has no extremes of wealth and poverty, but in spite of natural handicaps can boast of an excellent school system.

DO YOU KNOW THAT . . .

William Holmes McGuffey—whose birthday we celebrate September 23, was the author of the six "Eclectic Readers" for elementary schools, having a distribution of over 100,000,000 copies.

Frances Willard Day—occurs September 28, which marks the 101st anniversary of her birth. As founder of the World's W. C. T. U., there are nearly 300 memorials honoring her in thirty-eight states and the District of Columbia.

Fire Prevention Week, October 6-12—again returns to remind us possible fire hazards in the public schools, endangering the lives of our children.

General Pulaski Memorial Day, October 11—is the 161st anniversary of the death of the celebrated Polish patriot who served in the founding of our republic.

Columbus Day, October 12—is a legal holiday in Pennsylvania and thirty-three other states.

The National Dairy Show—will be held in the Farm Show Building, Harrisburg, October 12-19, inclusive.

Fall Bird and Arbor Day—will be observed this year on Monday, October 14.

William Penn's Birthday, October 24—is the 296th anniversary of the birth of the Founder and Proprietor of the Commonwealth of Pennsylvania.

The 82nd Anniversary of the Birth of Theodore Roosevelt—will be observed Sunday, October 27, under the sponsorship of the Woman's Roosevelt Memorial Association, Roosevelt House, 28 East 20th Street, New York City.

Navy Day—will also be observed on October 27, likewise honoring "Teddy" Roosevelt for his devotion to American sea power and the needs of National Defense.

American Education Week—will be observed November 10-16, stressing the general theme, "Education for the Common Defense."

Germany has one auto for every forty-nine persons;—Britain one for every twenty; France one for every nineteen; the United States one for every five.

That Prejudice Has Been Defined—as being down on anything you're not up on.

A Personal Letter Is a Legal Manuscript—and therefore, at law, is the property of the person writing it rather than of the one who receives it, and making it illegal to publish excerpts from such letters without the permission of the writer, his heirs, or executors.

If You Have Bitter Medicine to Take—rub your tongue with ice. The taste buds on the tongue scarcely function when they are cooled, whereas warmth stimulates them.

In One Day's Time—the heart pumps enough blood to fill an ordinary railroad tank car.

To Color the Flames in Your Fireplace to Order—soak pine cones or pieces of wood in the following chemical solutions for two minutes, and dry in a warm room:

Green flames: To one gallon of water add one pound boric acid.

Blue flames: To one gallon of water add one pound copper sulphate.

Red flames: To one gallon of water add one pound strontium nitrate.

The largest nugget of gold—on record was found in 1869 near Moligul, Australia. This nugget, of pure gold, was called "Welcome Stranger," and weighed more than 200 lbs.

A nickel contains more copper—than a penny; that is, 57.87 grains to the penny's 45.6?

Have You Any Questions ?

Question: May a child six years of age be admitted to school in January of a school year?

W. W. P.

Answer: The facts in this case indicate that a family had moved into the school district during the latter part of November. The local board of school directors refused admission to the child. Unless the board of school directors had made other provisions for the admission of beginners, then the regular procedure should have been followed as specified in Section 1403 of the School Laws of Pennsylvania, which states that the school board is within its rights to refuse admission to such a child inasmuch as the legal period of admission is during the first two weeks of the school term. If this child, however, had legally attended school in the district where the family previously resided, then, under such circumstances, the child would have had to have been admitted to school in the district into which the family had just moved.

Question: Is a fourth class school district required to provide transportation for high school students?

D. C. C.

Answer: The School Laws of Pennsylvania do not require a fourth class school district to provide transportation for high school students at the present time. After July 1, 1941, however, fourth class school districts and townships that are third class school district will be required to transport high school students who live two miles or more by a public road from the school to which they have been assigned. A school district is reimbursed in part for transporting high school students who live two miles or more from school.

Question: Is the education of blind, deaf, and crippled children compulsory?

E. R. A.

Answer: Yes. Every person having charge of any child of compulsory school age who is deaf, blind, or is so crippled, or whose hearing or vision is so defective as to make it impracticable to have such child educated in the public school *must* do one of two things:

- a. Either he *shall allow* such child to be sent to some school where proper provision is made for such children, or
- b. He *shall provide* for the tuition of such child by a legally certified private tutor.

Question: May a teacher who has "social science" on his certificate teach American history?

H. J.

Answer: When "social science" is written on a certificate, the holder is authorized to teach civics, problems of democracy, economics, or sociology in a secondary school. If "social studies" appears on the certificate, the holder is entitled to teach history in addition to the social sciences mentioned above.

Question: Will twelve semester hours of college work renew a State standard limited certificate?

E. R. M.

Answer: The responsible official of the college from which the holder of the certificate expects to secure a degree should certify that the twelve semester hours submitted to the Department of Public Instruction will be accepted by the institution as additional work toward the completion of the *elementary* degree curriculum.

Question: In terms of Act 274, the Tenure Law, what is meant by a substitute?

H. K.

Answer: The term "substitute," according to Act 274, shall mean any individual who has been employed to perform the duties of a regular professional employe during such period of time as the said regular professional employe is absent on sabbatical leave or for other legal cause authorized and approved by the board of school directors or to perform the duties of a temporary professional employe who is absent.

Question: Is it entirely optional with the board of school directors whether extension education activities be organized and maintained for the out-of-school youth and adults of its district?

H. R. M.

Answer: The School Laws provide that whenever fifteen or more residents of a school district, above the age of sixteen years, who are not in attendance at any public or private day school, make written application for any type of instructional, recreational, or social service maintained in the day schools of their district, in literacy and citizenship education for immigrants and native illiterates, in parent education, or in adult civic education, such activities shall be organized and maintained as free public instruction service.

Question: May a tuition charge be made of any enrollees in an extension education activity?

T. J. F.

Answer: Not if the enrollee is a resident of the school district in which an activity is maintained, but an appropriate tuition charge may be determined and required of all non-resident enrollees.

Question: Will we receive full vocational subsidy for an evening class in industrial arts work?

A. C.

Answer: No. Classes in industrial arts or hobby work cannot be so subsidized, since these classes are not supplementary to the daily employment of the class member. However, such evening classes are eligible for state-aid as extension education.

Have You Any Questions ?

Question: How can the individual interests and needs of out-of-school youth and adults be served by extension education when the number desiring a given course of study is not sufficient to warrant the assignment of a full-time teacher?

R. B.

Answer: By means of the Pennsylvania program of directed correspondence study (Bulletin No. 291), a single individual desiring to study such subjects as poultry raising, interior decoration, radio mechanics, auto mechanics, or air conditioning and refrigeration, can be given the opportunity for systematic study under the direction of a qualified instructor.

Question: Is the local official authorized to issue employment certificates required also to issue age certificates to persons over twenty-one years of age when they are seeking employment?

H. M. L.

Answer: The Child Labor Laws deal exclusively with minors. Nothing seems to appear in the law which would compel the local issuing official to issue certificates to persons over twenty-one years of age, nor does anything seem to appear in the law which would prohibit the issuance of age certificates to such persons. It would be purely a matter for local school officials to decide. If evidence is required from the Bureau of Vital Statistics of the State Department of Health, then prospective employes should consult the Bureau directly where a transcript of the birth certificate may be obtained for a fee of one dollar.

Question: Will administrative certificates be issued on the basis of "graduate course" requirements in effect at the time the application is filed or those in effect when all requirements have been met?

N. B.

Answer: The amount required when all requirements have been met.

Question: Can a district be reimbursed by the Commonwealth for the transportation of physically or mentally handicapped children?

W. H. B.

Answer: Yes. If the sending district pays for the transportation of the child to the receiving district, it will, after proper application for appropriation is made to the Department of Public Instruction, be reimbursed in part for such transportation costs. The percentage of reimbursement the district receives will be determined in the same way as in the case of closed schools.

Question: If one has completed three years of administrative experience as a principal, must he also complete graduate study in administration and supervision for a supervising principal's certificate?

H. J. D.

Answer: Yes. Graduate study in administration and supervision is required in addition to experience for this certificate.

Question: May an employment certificate be issued to minors not residing in Pennsylvania?

W. H. R.

Answer: Yes, providing the minor in question presents proper evidence of age as required by the Child Labor Law and the written approval of his parents or guardian. In such cases the employment certificate is issued by the proper official in the school district where the minor will be employed.

Question: Does high school graduation imply that a pupil is qualified to enter college?

H. O.

Answer: Graduation from a public secondary school is no guarantee that a pupil will have the requisite number of courses or the prescribed subjects for admission to an institution of higher learning. In every instance pupils should indicate their college preference at the beginning of the tenth grade. By following this plan, an effort can be made to meet the requirements prescribed by the institution of higher learning which represents the pupils' choice.

Chief Cornplanter or Ki-On-Twog-Ky

(Concluded from page 26, column 2)

in the defense of his country against Great Britain, once his ally in battle. His services were declined, but several Cornplanters distinguished themselves as scouts, and the son of the aging chief was commissioned in the United States army.

The remainder of Cornplanter's life was lived after the manner of a patriarch and sage. Surrounded by the remnants of his people and his New York neighbors, he presided with kingly distinction over "Jennesadaga." Rev. Timothy Alden, of Meadville, visited him in 1816 and leaves us with a picture of the man and his surroundings, "Jennesadaga, CORN-PLANTERS village, is on a handsome piece of bottom land, and comprises about a dozen buildings. It was grateful to notice the agricultural habits of the place, and the numerous enclosures of buckwheat, corn, and oats. We also saw a number of oxen, cows, and horses, and many logs destined for the sawmill and the ittsburgh market," wrote the famous divine.

To one who saw him still later in 1835, he appeared "aged and venerable" and seated "beneath the wide-spreading shade of an old sycamore, on the banks of the Allegheny." "Time and hardship had made dreadful impressions upon that ancient form." Cornplanter himself now reckoned his age as well over the century mark. A year later, on February 18, 1836, the venerable warrior of the Senecas passed to the happy hunting ground which had been denied him on earth. For nearly a hundred years he had witnessed the pageant of history unfold in eastern North America. The land upon which he spent his declining years and where his grave is located, gratefully marked by special act of the Pennsylvania Assembly in 1866, is historic indeed. His remains and his people are entitled to the perpetual care of Pennsylvania. It is to be hoped they never may be forced, by neglect or omission of duty, to abandon their native state.

They Say—

More Men Teachers?

"We shall never solve the problem of marriage until at least half of the boy's early life is conditioned by his own sex. The average marriage is ruined by the gynophobia (fear of woman) stored in the depths of masculine personality. For the average man was brought up by his mother, by women nurses, by women teachers. Fully 95 per cent of the discipline in his life has been administered by women. Thus he stores in his heart an unconscious feeling of resentment against being told by a woman what is right. Unconsciously he is ready to resist suggestions made either by his wife or by any other feminine adult. He has a feeling he must keep his manly prerogatives, must become dominant over those creatures who are forever telling him what to do."

—David Seabury,
What Makes Us Seem So Queer?

"Only four universities in today's Germany are still operating. They are one each in Berlin, Munich, Jena, and Vienna. Twenty-two others are said to have been closed, due to war and political conditions."

—Fresno (Calif.) Bee
Unconfirmed

"It is just as much a symbol of patriotism to have the nation's schools lighted at night as to have flags flying over them in daytime."

—Mark McCloskey,
Journal of Adult Education

"The Idea of what is true Merit, should also be often presented to Youth, explain'd and impress'd on their Minds, as consisting in an Inclination join'd with an Ability to serve Mankind, one's Country, Friends, and Family; which Ability is (with the Blessing of God) to be acquir'd or greatly increas'd by true Learning; and should indeed be the great Aim and End of all Learning.—"

—Benjamin Franklin,
*Proposals Relating to the
Education of Youth in Pennsylvania*

"Europe has a set of primary interests, which to us have none, or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics, or the ordinary combinations and collisions of her friendships or enmities."

—Washington's Farewell Address
September, 1796

"It is an evil thing for any man of education to forget that education should intensify patriotism, and that patriotism must not only be shown by striving to do good to the country from within, but by readiness to uphold its interests and honor, at any cost, when menaced from without."

—Theodore Roosevelt

"From the very beginning of their independent existence, the American Republics have sought to shape their international policies in accordance with certain cardinal principles. Crucial among these are, first, recognition that each nation is a juridically equal member of the family of nations; and second, recognition that civilization and progress are possible only when there is universal acceptance of order, implemented by international law, and based upon justice, fair dealing, mutual respect, cooperation and the sanctity of agreements, freely made, faithfully observed, and honorably altered by peaceful methods when need arises."

—Honorable Cordell Hull,
Secretary of State

"In the arts of life man invents nothing; but in the arts of death he outdoes Nature herself, and produces by chemistry and machinery all the slaughter of plague, pestilence, and famine."

—Bernard Shaw

"A little ruthless laughter clears the air as nothing else can do; it is good for us, every now and then, to see our ideals laughed at, our conception of nobility caricatured; it is good for solemnity's nose to be tweaked, for human pomposity to be made to look ridiculous."

—Aldous Huxley

"I find the real thing in this world is not so much where we stand,
As in what direction we are moving."

—Oliver Wendell Holmes

"No body of public servants, no body of individuals associated in private life, are better worth the admiration and respect of all who value citizenship at its true worth, than the body composed of the teachers in the public schools throughout the length and breadth of this Union."

—Theodore Roosevelt

"There never was a good war or a bad peace."

—Benjamin Franklin

"As an example of what adults can achieve, records of students in the division of general education of New York University reveal that adults who have been out of school for eight years or more are on a par with students who have just completed high school."

—New York Journal and American

"I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."

—Thomas Jefferson, 1840

They Say—

"The generation of which I speak is a wretched, soft one and we are to blame. We've been trying to invent a sweet, pretty, ready-made world to hand to young people. But that has been downright silly, because the world is in chaos, and the sooner we teach young people that it is, the better off this country will be."

—Walter B. Pitkin,
Columbia University

"I am not afraid of tomorrow, for I have seen yesterday and I love today."

—William Allen White, on his 70th birthday

"That person is most cultivated who is able to put himself in the place of the greatest number of persons."

—Jane Addams

"It takes hardships to develop character. Today we do everything we can to make life pleasant and easy for our children. They don't have to walk to school. We wrap them in cellophane, put them on buses and they are delivered to the schoolroom."

—Dr. Ruth Alexander,
Northwestern University

"Democracy is the name for the ideals which Christianity brought into the world as religion."

—Thomas Mann

"Dictatorship: A system of government where everything that isn't forbidden is obligatory."

—Manchester Guardian

"If we wish to make a new world we have the material ready. The first one was made out of chaos."

—Robert Quillen

"Youth is a wonderful thing.
What a crime to waste it on children."

—George Bernard Shaw

30

Independence Hall Old State House Yard

(Concluded from page 21, column 2)

When General Lafayette visited Philadelphia in 1824, he was given a reception in the Declaration Chamber.

The body of Abraham Lincoln, sixteenth President of the United States, lay in state in Independence Hall in 1865.

In 1799 Lancaster became the capital of Pennsylvania, and in 1812 the capital was moved to Harrisburg. Independence Hall was no longer used as a State House, but was sold in 1816 to the City of Philadelphia.

In late years it has been restored under the guidance of experts to its appearance during the Revolution. Certain architectural additions have been removed. It now houses a museum of historical relics, a National Portrait Gallery, and most important of all, the Liberty Bell.

Independence Hall is a lasting monument to the architectural genius of Andrew Hamilton, and would have made his name live even if he had not made it famous by his part in defending the freedom of the press in the Zenger case in New York. Amateur architects designed many of the famous buildings of colonial America; Independence Hall is undoubtedly the finest administrative building erected during that period.

This dignified and symmetrical edifice seems to symbolize the tranquil mind and steadfast purpose of the patriots who made it famous. The deep red brick walls of the building, mellowed by time and weather, are complemented by the bluish marble and white woodwork trimmings. The north front has a single, deeply recessed doorway, with eight broad windows on the lower story and nine windows on the second story. A white balustrade runs the entire length of the roof where the pitch of the roof breaks into a much flattened gambrel to form a deck.

The facade toward Independence Square is dominated by the splendid square bell tower, the entire height of which stands outside but adjoining the main building. The two wings conform to the structure of the main building, and the cornice of the

latter is effectively carried around the tower. This rises to a height of two stories more of brick construction, the lower Doric, the upper Ionic. Above this the clock stage of the tower is of white painted wood, one story with Corinthian pilasters, another balustraded. The tower continues to rise in a four-sided diminution to the octagonal, open-arched belfry and superstructure.

This steeple is a restoration, completed in 1828 by William Strickland. The original was removed in 1781. The main entrance is in the base of the tower; it is a stately pillared doorway in the Roman Doric order with double four-panel doors and a magnificent Palladian window. It opens into a lofty hall in the Ionic style, from which a beautiful staircase leads to the second story. The central hall extends through the building from the Chestnut Street entrance, and is remarkable for its fluted columns.

To the east lies the most famous room in America, the Declaration Chamber. The presiding officer's desk is on a small platform opposite the entrance. A facsimile of the Declaration of Independence is in an elaborate frame behind it. There are two arched fireplaces on either side of the frame. This room may be described as historically hallowed. Most of the furniture used during "the times that tried men's souls" still remains in it. On the walls are portraits of forty-five of the fifty-six signers, and a portrait of George Washington by Rembrandt Peale.

The Supreme Court Chamber is on the other side of the hall. It is similar to the Declaration Chamber in size, architecture, and decoration.

On the second floor the great Banqueting Hall runs the entire length of the building on the Chestnut Street side, with nine windows, and an elaborate fireplace at each end.

Independence Hall is sacred to Pennsylvanians as the first permanent home of their legislatures. It is sacred to Americans as the birthplace of their independence and their free system of government. It is sacred to all free men as a shrine of that liberty which still remains "the world's best hope."

Educational Events

CALENDAR

September

- 27-28—Education Conference, State Teachers College, Indiana
30-Oct. 4—Twenty-fifth National Recreation Congress, Cleveland, Ohio. Headquarters, Hotel Statler

October

- 1- 3—Thirty-Sixth Convention, Pennsylvania Congress of Parents and Teachers, Erie. Headquarters, Hotel Lawrence.
2- 3—Education Congress, The Forum, Education Building, Harrisburg
4 —Pennsylvania Institutional Teacher Placement Association, Room 321, Education Building, Harrisburg
4- 5—Annual Meeting, Pennsylvania Council of Parental Education, Altoona.
4- 5—Tri-State Commercial Education Association, Fall Meeting, Pittsburgh. Headquarters, William Penn Hotel
4- 5—Pennsylvania Chapter, International Council for Exceptional Children, Harrisburg
4- 5—Annual Meeting, Pennsylvania State Association for Adult Education, Altoona. Headquarters, Penn-Alto Hotel
10-11—Central Convention District, Pennsylvania State Education Association, Lock Haven
10-12—Western Convention District, Pennsylvania State Education Association, Pittsburgh
10-12—Inter-Branch Conference, Pennsylvania Association for the Blind, Oil City
11-12—Second Annual Conference, Pennsylvania Speech Association, Harrisburg
18 —Annual Meeting, Bucknell Conference on Education, Bucknell University, Lewisburg
18 —Eastern Convention District, Pennsylvania State Education Association, Reading
18 —Northwestern Convention District, Pennsylvania State Education Association, Erie
18 —Midwestern Convention District, Pennsylvania State Education Association, New Castle
18-19—Central Pennsylvania Branch, National Vocational Guidance Association, Bucknell University, Lewisburg
18-19—Southern Convention District, Pennsylvania State Education Association, York
18-19—Pennsylvania Association of Student Participation in School Government, Kane
21-24—National League to Promote School Attendance, Philadelphia. Headquarters, Bellevue-Stratford Hotel
22-25—Pennsylvania State Nurses Association, Wilkes-Barre. Headquarters, Hotel Sterling
24-25—Department of Secondary School Principals, Pennsylvania Branch, NEA, Harrisburg
25-26—Pennsylvania School Press Association, Pittsburgh
26 —Second Annual Science Conference, State Teachers College, California

November

- 1- 2—Pennsylvania Association of Deans of Women, Harrisburg
10-16—American Education Week
10-16—American Book Week
15-16—Northeastern Convention District, Pennsylvania State Education Association, Wilkes-Barre
21-23—Annual Convention, National Council of Teachers of English, Chicago, Illinois. Headquarters, Hotel Stevens

State Examinations

CALENDAR

October

<i>Examining Board</i>	<i>Dates</i>	<i>Place</i>
Beauty Culture	14	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg
Pharmacy	8, 9, 10	Philadelphia, Pittsburgh
Real Estate	12	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg

November

Accountants	7, 8, 9	Philadelphia, Pittsburgh
Nurses	29, 30	Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg

December

Architects	*	Philadelphia, Pittsburgh
Barbers	3, 4, 5, 6	Philadelphia, Pittsburgh, Scranton, Erie, Harrisburg
Dental and Dental Hygiene	10, 11, 12, 13, 14	Philadelphia, Pittsburgh

January

Beauty Culture	21	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg
Pre-Professional Examinations	29, 30, 31	Every County Seat
Medical	*	Philadelphia
Optometry	*	Philadelphia
Pharmacy	*	Philadelphia, Pittsburgh
Real Estate	11	Philadelphia, Pittsburgh, Wilkes-Barre, Erie, Harrisburg
Veterinary	*	Philadelphia

May

Pre-Professional Examinations	26, 27, 28	Every County Seat
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June

Architects	*	Philadelphia, Pittsburgh
Barbers	*	Philadelphia, Erie, Scranton, Pittsburgh, Harrisburg
Dental and Dental Hygiene	*	Philadelphia, Pittsburgh
Optometry	*	Philadelphia
Osteopathy	*	Philadelphia
Pharmacy	*	Philadelphia, Pittsburgh
Veterinary	*	Philadelphia

July

Beauty Culture	*	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg
Medical	*	Philadelphia, Pittsburgh
Osteopathic Surgeons	*	Philadelphia
Real Estate	*	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg

Pre-Professional Examinations	*	Every County Seat
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August

Pre-Professional Examinations	6, 7, 8	Every County Seat
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* Dates have not been determined by the Boards.

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“When bad men combine, the good must associate; else they will fall, one by one, an unpitied sacrifice in a contemptible struggle.”

—Burke